LIBRARY
Salem, Mass.

STATE NORMAL SCHOOL
SALEM MASSACHUSETTS

SEVENTY-THIRD YEAR

1926-1927

APRIL 1927

NORMAL SCHOOL BUILDING

THE DEPARTMENT OF EDUCATION

PAYSON SMITH, Commissioner of Education

ADVISORY BOARD OF EDUCATION

Term expires		
1927	ARTHUR H. LOWE	Fitchburg
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GEORGE H. VARNEY, Business Agent

DIVISION OF ELEMENTARY AND SECONDARY EDUCATION AND NORMAL SCHOOLS

FRANK W. WRIGHT, Director

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THE NORMAL SCHOOL

JOSEPH ASBURY PITMAN, Principal	Education
CHARLES FREDERICK WHITNEY	Drawing and handwork
GERTRUDE BROWN GOLDSMITH, M.A.	Nature study, gardening
FRED WILLIS ARCHIBALD	Music
CHARLES ELMER DONER	Penmanship
WALTER GEORGE WHITMAN, A.M.	Physical Science
VERNA BELLE FLANDERS	Geography
LENA GRAYSON FITZHUGH, A.B.	History and social science
ALEXANDER HUGH SPROUL, M.S.	Business education
MARIE BADGER	Shorthand, typewriting
FLORENCE BARNES CRUTTENDEN, B.S., A.M.	History and social science
MAUD LYMAN HARRIS, A.M.	Literature, English
ALICE HAYWARD EDWARDS, A.B.	Office training, shorthand
AMY ESTELL WARE, M.A.	Geography
CAROLINE EDITH PORTER, B.S., M.A.	Children's literature, reading
ESTHER HALE	Assistant, physical education and hygiene
HAROLD FRANCIS PHILLIPS, B.C.S.	Accounting, business
MILDRED BROWNING STONE	Arithmetic
GEORGE FALLOWS MOODY, B.S.Ed., LL.B.	Education
MIRA WALLACE	Physical education and hygiene
LUCY STATEN BELL, B S.	Librarian. Library practice
JEAN FRANCIS BAIRD, B.S. Ed.	Assistant, drawing and handwork
LEON HOWARD ROCKWELL, B.S., A.M.	Education
AGNES KATHERINE BRENNAN, M.S.	Bookkeeping, arithmetic, salesmanship
DOROTHY MARIE LYONS, B.S. Ed.	English
FREDERIKA MOORE, M.D.	School Physician
ANN KEENAN CLARK	Bookkeeper and secretary
LOUISE CAROLINE WELLMAN	Registrar

THE TRAINING SCHOOL

GEORGE FALLOWS MOODY, B.S. Ed., LL.B.	Director
MARY IMELDA DWYER	Supervisor, Grade 8
ESTHER LOUISE SMALL	Supervisor, Grade 7
LILLIAN MAUDE BESSE	Supervisor, Grade 6
MARY LILLIAN PERHAM	Supervisor, Grade 5
ESTHER FRANCES TUCKWELL	Supervisor, Grade 4
MARY ELIZABETH JAMES	Supervisor, Grade 3
MARY FOSTER WADE	Supervisor, Grade 2
SYBIL INEZ TUCKER	Supervisor, Grade 1 and kindergarten
MARION BERTHA KENISTON	Assistant, Grade 1
ETHEL VERA KNIGHT	Kindergartner; assistant in primary grade
ELEANOR ELIZABETH WALKER	Special class
FLORENCE ADAMS, B.S. Ed.	Household arts
GEORGE WILLIAM LITTLE	Practical arts

CALENDAR

1927

January 3, Monday	Recess ends at 9.30 A.M.
January 31, Monday	Second half-year begins
February 22, Tuesday	Washington's birthday: a holiday
February 26, Saturday	Recess begins
March 7, Monday	Recess ends at 9.30 A.M.
April 15	Good Friday: a holiday
April 19, Tuesday	Patriot's day: a holiday
April 30, Saturday	Recess begins
May 9, Monday	Recess ends at 9.30 A.M.
May 30, Monday	Memorial Day: a holiday
June 2, Thursday June 3, Friday	Entrance examinations*
June 16, Thursday	Class Day
June 17, Friday	Graduation exercises at 10.30 A.M.
June 24, Friday	Training school closes
September 12, Monday	Training school opens at 9.00 A.M.
September 12, Monday September 13, Tuesday	Entrance examinations*
September 14, Wednesday	Academic year begins at 9.30 A.M.
October 12, Wednesday	Columbus Day: a holiday
November 23, Wednesday	Recess begins at noon
November 28, Monday	Recess ends at 9.30 A.M.
December 23, Friday	Recess begins at noon

1928

January 3, Tuesday	Recess ends at 9.30 A.M.
January 30, Monday	Second half-year begins
February 22, Wednesday	Washington's birthday; a holiday
February 25, Saturday	Recess begins
March 5, Monday	Recess ends at 9.30 A.M.
	Good Friday; a holiday
April 19, Thursday	Patriot's day; a holiday
April 28, Saturday	Recess begins
May 7, Monday	Recess ends at 9.30 A.M.
May 30, Wednesday	Memorial Day; a holiday
June 7, Thursday June 8, Friday	Entrance examinations
June 14, Thursday	Class Day
June 15, Friday	Graduation exercises at 10.30 A.M.
June 29, Friday	Training school closes

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* See program of examinations, page 5.

NOTE.—The daily sessions of the school are from 9.30 to 12.25, and from 1.05 to 3.45 o'clock. The time from 8.30 to 9.30 and from 3.00 to 3.45 o'clock is to be used for study by all students who are in the building. From 3.00 to 3.45 o'clock, all students are subject to appointments for conferences with members of the faculty at the discretion of the latter. Lectures before the entire school will frequently be held at this time. The regular weekly holiday of both the normal and the training schools is on Saturday.

The telephone call of the normal school is Salem 375; of the training school, Salem 344.

The principal's residence is at 1 Fairfield Street, and his telephone call is Salem 34.

PROGRAM OF ENTRANCE EXAMINATIONS

Candidates are not required to present themselves at the school earlier than the hour of the first examination they wish to take.

THURSDAY, JUNE 2, AND MONDAY, SEPTEMBER 12, 1927

8.30–10.30	English literature and composition	3 units
Foreign Language Commercial Subjects 10.30–12.30	Latin	2, 3 or 4 units
	Stenography (including typewriting)	1 or 2 units
	Bookkeeping	1 unit
	Commercial geography	½ or 1 unit
	Commercial law	½ unit
Social Studies 1.30–4.30	Community civics	½ or 1 unit
	American history and civics (required after 1922)	1 unit
	History to about 1700	1 unit
	European history since 1700	1 unit
	Economics	½ unit
	Problems of democracy	½ or 1 unit
	Ancient history	1 unit
	English history	1 unit
	Medieval and modern history	1 unit

FRIDAY, JUNE 3 AND TUESDAY, SEPTEMBER 13, 1927

Mathematics 8.30–10.30	Algebra	1 unit
	Arithmetic	1 unit
	Geometry	1 unit
Foreign Language 10.30–12.30	French	2 or 3 units
	Spanish	2 units
	German	2 or 3 units
Science 1.30–4.00	General science	½ or 1 unit
	Biology, botany, or zoölogy	½ or 1 unit
	Chemistry	1 unit
	Physics	1 unit
	Physical geography	½ or 1 unit
	Physiology and hygiene	½ or 1 unit
Fine and Practical Arts 3.30–5.00	Home economics	1 or 2 units
	Manual training*	1 unit
	Drawing	1 unit

All candidates who are to take examinations in a given field are expected to present themselves promptly at the time set for the beginning of the examinations in that field.

Candidates are not to present themselves for examinations in subjects not pursued for an equal number of points, in terms of our entrance requirements, during the last four years of the secondary school.

* To be accepted for the practical arts course at Fitchburg only.

STATE NORMAL SCHOOL

SALEM, MASSACHUSETTS

AIMS AND PURPOSES

The aim of the school is distinctly professional. Normal schools are maintained by the State in order that the children in the public schools of the Commonwealth may have teachers of superior ability; therefore no student may be admitted to, or retained in, the school who does not give reasonable promise of developing into an efficient teacher.

The school offers as thorough a course of academic instruction as time permits and the claims of professional training demand. The subjects of the public school curriculum are carefully reviewed with reference to methods of teaching. The professional training includes the study of physiology and hygiene, and of psychology from a professional standpoint; the principles of education upon which all good teaching is founded; observation and practice in the application of these principles; and a practical study of children, under careful direction. In all the work of the school there is a constant and persistent effort to develop a true professional spirit, to reveal to the student the wealth of opportunity which is open to the teacher, and the grandeur of a life of service.

APPLICATION FOR ADMISSION

Applications will be accepted from January 1 to June 14 inclusive of the year in which the candidate wishes to enter the school. All credentials must be in the office of the normal school before June 15.

On July 1 a statement will be mailed to each candidate: that she is admitted; that she is on the waiting list of qualified applicants; or that she has failed to qualify. Candidates who, after being informed that they have qualified, decide not to enter the school should inform the office of their withdrawal immediately in order that others may be admitted from the waiting lists to fill the vacant places.

In 1927, no place will be held for a student who is not present at the opening of the session on Wednesday, September 14, unless she has the previous permission of the principal to be absent on that day.

EVALUATION OF CREDENTIALS

When the number of qualified applicants on July 1 is in excess of the number that can be admitted, the plan for selecting students outlined on page 9 will be in effect.

REQUIREMENTS FOR ADMISSION

I. Application for Admission. — Every candidate for admission to a normal school is required to fill out a blank entitled Application for Admission to a State Normal School and send it to the principal of the normal school that he desires to enter. This blank may be secured from the principal of the high school or

the normal school, and should be filed as soon after January 1 of the senior year of the applicant as is convenient, and, together with other necessary blanks must be filed before June 15 of that year.

Under the rules of the Massachusetts Department of Education, applications for admission to the normal schools of the State may not be received prior to January first of the year in which the candidate desires to be admitted. Applications for succeeding years may be renewed under the same condition.

II. Blanks to be filed by the High School Principal.[1] — The principal of the high school last attended is expected to fill out two blanks, one giving the High School Record, and the other a Rating of Personal Characteristics, and send them to the principal of the normal school so that he will receive them before June 15.

III. General Qualifications. — Every candidate for admission as a regular student must meet the following requirements: —

1. *Health.* — The candidate must be in good physical condition and free from any disease, infirmity, or other defect that would unfit him for public school teaching. Each applicant must pass a satisfactory physical examination before final admission can be gained.

2. *High School Graduation.* — The candidate must be a graduate of a standard four-year high school, or have equivalent preparation.

3. *Completion of fifteen units of High School Work.* — The High School Record must show the completion of fifteen units accepted by the high school in meeting graduation requirements, a unit being defined as follows: —

A unit represents a year's study in any subject in a secondary school, so planned as to constitute approximately one-fourth of a full year of work for a pupil of normal ability. To count as a unit, the recitation periods shall aggregate approximately 120 sixty-minute hours. Time occupied by shop or laboratory work counts one-half as much as time in recitation.

4. *Personal Characteristics.* — The Rating of Personal Characteristics and the moral character of the candidate, must, in the judgment of the principal of the normal school, warrant the admission of the candidate.

IV. Scholarship Requirements. — Of the fifteen units presented for admission, at least ten must be selected from the list given below in Section V, and must be of a satisfactory grade as determined by certification or examination. Three of these ten units must be in English and one in American history and civics. (Applicants for admission to the practical arts curriculum of the Fitchburg Normal School may substitute evidence of practical experience in some industrial pursuit to meet a part of the above requirements.)

1. *Certification.* — Credit by certification may be granted in any subject in which the candidate has secured a certifying mark (A or B) in the last year for which such credit is claimed, provided that the student is a graduate of a Class A high school or is in the upper half[2] of the graduating class of a Class B high school.

2. *Examination.* — Any candidate not securing credit by certification for ten units must secure credit for the remaining number of units by examination in subjects chosen from the list in Section V.

3. Candidates are not to present themselves for examination in subjects not pursued during the last four years of the secondary school.

V. List of Subjects for Certification or Examination

Required (4 units)

English, literature, and composition	3
American history and civics	1

[1] These forms should be obtained from the office of the Department of Education.

[2] The upper half of a graduating class shall, for this purpose, consist of those pupils who have obtained the highest rank as determined by counting for each pupil in the graduating class the number of units in which he has secured the mark of B increased by twice the number of units in which he has secured the mark of A.

Elective (6 units)

The candidate may make up the total of six elective units from any combination of the subjects listed below, except that these units must be so distributed that the number offered in any field shall not exceed the limits set for it, and with the proviso that the minimum total amount offered in any one of these six fields shall be one unit, for the class entering in September, 1927, and thereafter.

	Units
Social studies, 1 to 3 units	
Community civics	½ or 1
History to about 1700	1
European history since 1700	1
Economics	½
Problems of democracy	½ or 1
Ancient history	1
English history	1
Medieval and modern history	1
Science, 1 to 3 units	
General science	½ or 1
Biology, botany, or zoölogy	½ or 1
Chemistry	1
Physics	1
Physical geography	½ or 1
Physiology and hygiene	½ or 1
Foreign language, 2 to 4 units	
Latin	2, 3, or 4
French	2 or 3
Spanish	2
German	2 or 3
Mathematics, 1 to 3 units	
Algebra	1
Geometry	1
Arithmetic	1
College review mathematics	1
Commercial subjects, 1 to 2 units	
Stenography (including typewriting)	1 or 2
Bookkeeping	1
Commercial law	½
Commercial geography	½ or 1
Fine and practical arts, 1 to 2 units	
Home economics	1 or 2
Manual training*	1
Drawing**	1

* To be accepted for the practical arts course at Fitchburg and Massachusetts School of Art only.

** A maximum of two units will be accepted for admission to the Massachusetts School of Art.

Additional (5 units)

The five additional units, necessary in order to make up the fifteen units required for admission, may consist of any work which the high school accepts as meeting its graduation requirements.

VI. Place, Time, and Division of Examinations. — Entrance examinations may be taken in June and September at any state normal school (including the Massachusetts School of Art) at the convenience of the applicant. A candidate may take all the examinations at one time or divide them between June and September. Students who have completed the third year in a secondary school may take examinations in not more than five units other than English, in either June or September. Permanent credit will be given for any units secured by examination or certificate.

VII. Admission as Advanced Students. — A graduate of a normal school or of a college may be admitted as a regular or advanced student, under conditions approved by the Department.

VIII. Admission of Special Students. — When any normal school, after the opening of the school year, can accommodate additional students, the commissioner may authorize the admission as a special student of any mature person recommended by the principal as possessing special qualifications because of exceptional and vital experience and achievement outside of school. Special students are not candidates for diplomas or degrees until they qualify as regular students, but they may receive certificates from the department upon the satisfactory completion of the work of any curriculum.

EVALUATION OF CREDENTIALS

When the number of qualified applicants on July 1 for any of the normal schools or the Massachusetts School of Art is in excess of the number that can be admitted, the scholarship record and the ratings of personal characteristics of all applicants for that school will be evaluated in accordance with the method given below. Candidates will then be admitted in the order of their total scores up to the capacity of the school.

The existing rules with reference to the distribution and certification of subjects, as stated on pages 7-9 of this catalog, will still be in force. When the selective process is found necessary, an evaluation of the scholarship and personality records of students, as received from the high schools, will be made on the following basis:

(*a*) Scholarship will be allowed 75 points for 15 units of work.

(*b*) Personality will be allowed 25 points.

As a basis of computing the total score from the *scholarship record*, marks will be evaluated as follows: A, 5 points; B, 4 points; C, 3 points; D, 2 points. (For the system of marking, see the Manual for High Schools, page 24).

As a basis of computing the *personality record*, which includes ten characteristics, exclusive of health, ratings will be evaluated as follows: excellent, 2½ points; good, 2 points; fair, 1½ points; poor, 1 point.

Health: Each applicant must pass a satisfactory physical examination before final admission can be gained.

REQUIREMENTS FOR ADMISSION TO THE COMMERCIAL DEPARTMENT[1]

The requirements for admission to the prescribed course of four years which leads to the degree of bachelor of science in education are the same as for students who apply for admission to the elementary and junior high departments.

Graduates of normal schools or colleges, and graduates of approved commercial schools who present either diplomas from approved high schools or the equivalent and who have had at least one year's experience in teaching or in business, and other persons presenting evidence of proper fitness and of at least two years of satisfactory experience in teaching or in business, may be admitted to a special elective course of two years if conditions in the department permit.[2] An appropriate certificate will be granted to students who complete such a course.

CONDITIONS OF GRADUATION

The following is quoted from the regulations of the State Department of Education for the administration of the normal schools:

Each student who has faithfully and honorably completed a full course of study in a normal school, shall, upon recommendation of the principal of the school, and

[1] The study of commercial subjects in the secondary school is not a prerequisite for admission to this department.

[2] At present, the enrollment in the four-year course is so large as to leave no room for students in shorter courses.

with the approval of the commissioner, receive a diploma of graduation or a degree. Graduates of standard colleges or normal schools may receive a diploma from the elementary or junior high school departments upon the completion of a year of satisfactory work. No diploma or degree will be given until (1) all required work shall have been accomplished and (2) a rank of C or better is secured in seventy-five per cent of the final marks in the curriculum.

The satisfactory accomplishment of the academic work of the course does not constitute a complete title to the diploma of the school. The power of the student to teach — judged from his personality and his efficiency in practice teaching — is so important that one who is manifestly unable to do so will not be graduated whatever his academic standing may be.

COURSES FOR TRAINING TEACHERS OF ATYPICAL CHILDREN

Courses for Teachers of Retarded Children. — A state law approved July 1, 1919, provides that all towns having ten children three or more years retarded "shall establish special classes to give such children instruction adapted to their mental attainments." There are nearly four hundred classes of this type in the state at present. The State Normal School at Salem aims to supply the rapidly increasing demand for teachers of these classes and offers a course three years in length for their training; this includes substantially the work prescribed for the two-year elementary course, but with a differentiation beginning in the second year. (See the curriculum, page 15.) It will include, in addition to the specialized courses in psychology, methods, mental testing, etc., courses in hand work and design; shop work, gardening, and printing; simple cooking and sewing. Each of the courses in hand work will receive two hours a week for twenty-four weeks. Following preliminary observation and participation under supervision in the special class in the training school, twelve weeks of practice will be required. The greater part of the practice will be in special classes in Salem, Reading, and other cities within the metropolitan area; there will also be observation and a limited amount of practice in the Walter E. Fernald State School at Waltham. Observation and practice in the regular grades in the training school will be included in the curriculum of the second year.

Course for Teachers of the Deaf. — A course is offered for a limited number of students to train as teachers for the deaf. This course consists of two years of training in the elementary department at the normal school with observation in the Horace Mann School for the Deaf in Boston, and observation and practice teaching in the Beverly School for the Deaf and the day class for the deaf at Lynn. A third year is spent in the Clarke School for the Deaf, Northampton. In addition to the diploma of the two-year elementary course from the normal school, a special certificate is awarded by the Clarke School for the Deaf.

THE OBSERVATION AND TRAINING DEPARTMENT

The Elementary Department. — In co-operation with the school committee of the city of Salem, the normal school maintains a training school, which includes grades I-VIII, a special class, and a kindergarten. The training school is conducted in a modern building especially designed for its purpose. Besides thirty classrooms it contains an assembly hall, a library, and rooms for printing, bookbinding, the practical arts, and the household arts.

In planning the instruction in this school the aim is to connect it as closely as possible with the work in the normal school, to the end that its methods may exemplify the theory given in the normal school courses. A considerable part of the instruction in the training school is either supervised or actually given by normal school teachers, and the work in the normal school in particular subjects, as well as in the theory of education, is based largely on directed observation in the training department.

In preparing students for responsible practice teaching, they are brought into contact with the training school during their first year in the normal school. Ob-

servation of teaching is carefully directed by the grade supervisors; written reports of different types of lessons taught by the supervisors are made by the students; and students participate in school activities so far as this seems feasible. Students are given the opportunity for such a series of directed observation lessons in as wide a range of grades as possible. General problems of classroom procedure are discussed with them by the director. The aim of the work is to develop a feeling for the problems of teaching, some familiarity with its technique, and some intelligent notion on the part of students as to the grades in which they would like to do their practice teaching.

For one-fourth of their senior year, students are assigned to the training school for practice teaching under the direction of the grade supervisors who are responsible for the progress and discipline of pupils and the continuity and efficiency of the lesson preparation and classroom instruction of the student teachers, subject to the general direction and advice of the director of the school.

Opportunity is provided for students who intend to teach in the first grade to observe in the kindergarten, in order that they may become familiar with the theory and methods of the kindergarten and its relation to the rest of the elementary school system.

Facilities for practice teaching are also provided in selected schools in Haverhill, Lexington, and Reading. Seniors also secure a considerable amount of additional experience in teaching as substitutes in Salem and in other towns and cities in the vicinity of the school.

The Junior High School Department. — Students who are preparing to teach in the junior high school spend one-fourth of the sophomore and one-fourth of the senior year in practice teaching. A part of this time is spent in the junior high schools of Lynn, Chelsea, Reading, and Somerville. In these schools the practice is carried on under the personal supervision of the director of the training department, and the teachers and supervisory officers of the several schools.

The Commercial Department. — The necessary opportunity for observation and practice teaching for students in this department is afforded in approved high schools with which arrangements for supervision have been made.

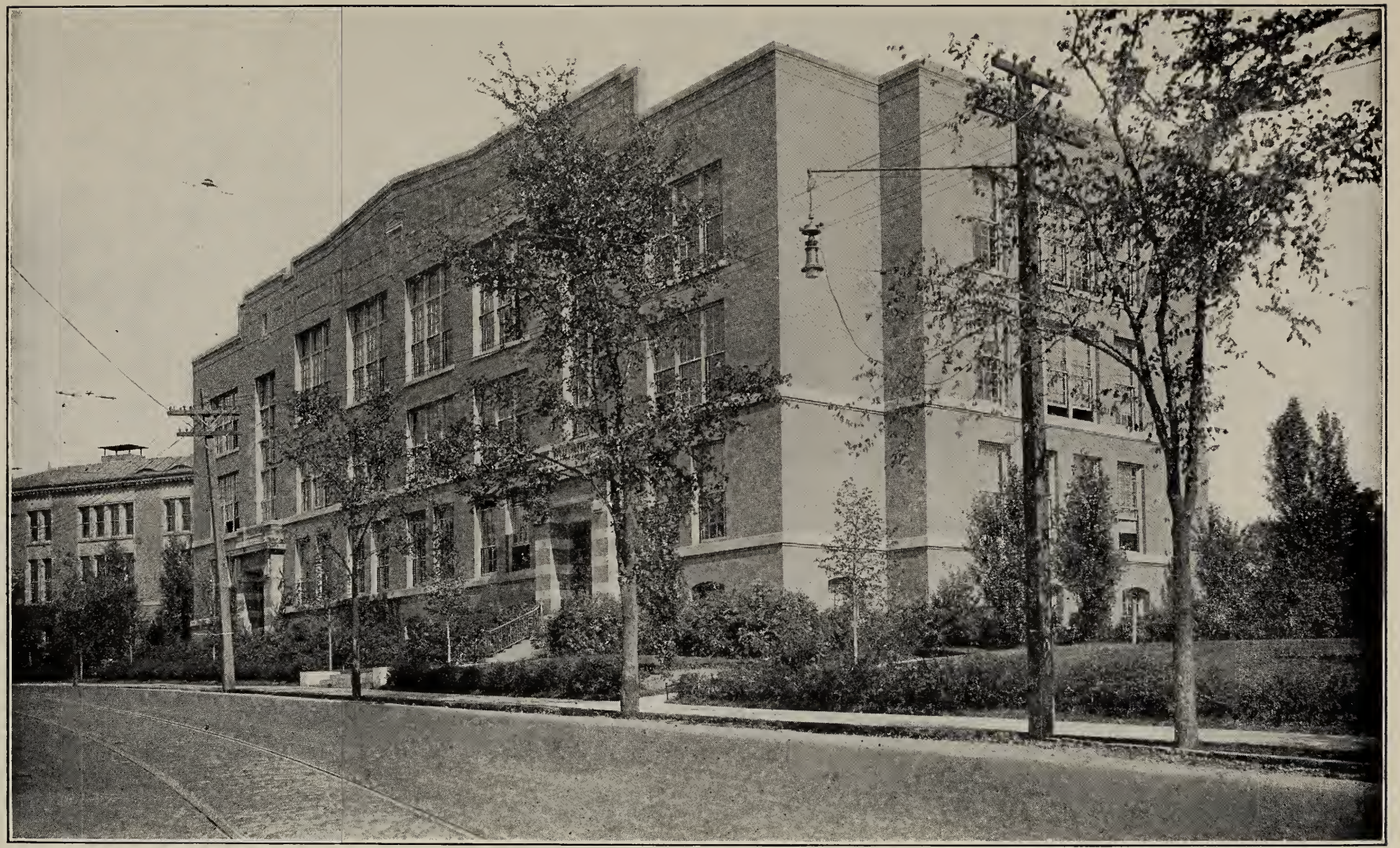
Students are required to spend one-half of the third year of the course in office work, for pay, under actual business conditions, in positions which have been approved by the school; and their work in these positions must be of such a character, both in quality and in variety, that it may be accepted for credit toward the degree of the department. In accordance with the rule of the Department of Education, this half year of pracitcal experience must be completed not less than one year prior to the end of the school course.

CURRICULA

A. Elementary Department

Designed for students preparing to teach in the first six grades of elementary schools
A period is fifty minutes in length

Name and Number of Course	Number of Weeks	Periods weekly of—		
		Class Work	Laboratory or Teaching	Outside Preparation
First Year				
English Language 1	19	3	–	3 hours
English Language 8, English Language 9, Literature 1	38	3	–	4 hours
Arithmetic 1	38	3	–	2 to 3 hours
Geography 1	38	3	Occasional field trips	3 hours
History and Social Science 1	19	2	–	2 hours
	19	3	–	3 hours
Music 1	38	1	–	1 hour
Music 4	38	1	–	None
Education 1	38	2	–	2 hours
Library Study	19	1	–	1 to 2 hours
Drawing and Handwork 1	38	2	–	1 hour
Physical Education 6	38	1	–	1½ hours
Physical Education 1	38	2	–	None
Education 11	19	1	1	1 hour
		23 and 24	1	19 to 21 hours
Second Year				
English Language 2	28	2	–	2 hours
Literature 2	28	2	–	2 to 3 hours
History and Social Science 2	28	2	–	2 hours
Physical Education 4	28	2	–	2 hours
Music 2	28	1	–	1 hour
Music 4	28	1	–	None
Education 2	28	1	–	2 hours
Education 9	28	1	–	1 hour
Education 13	28	1	–	1 hour
English Language 10	28	2	–	1 hour
Nature Study	28	4	–	4 hours
Physical Science 1	28	2	–	2 hours
Drawing and Handwork 2	28	3	–	2 hours
Physical Education 2	28	2	–	None
Education 6	10	–	Entire time	15 hours
		26		22 to 23 hours



TRAINING SCHOOL BUILDING

B. Junior High School Department

Designed for students preparing to teach in grades 7 and 8 and in junior high schools

Name and Number of Course	Number of Weeks	Periods weekly of—		
		Class Work	Laboratory or Teaching	Outside Preparation
First Year				
Identical with first year of A[1]				
Second Year				
English Language 4	28	2	–	2 hours
Literature 3	28	2	–	2 to 3 hours
Arithmetic 2	28	2	–	1 to 2 hours
Geography 2	28	2	Occasional field trips	2 hours
History and Social Science 3	28	2	–	2 hours
Music 3	28	1	–	1 hour
Music 4	28	1	–	None
Biological Science 1	28	4	–	4 hours
Physical Science 2	28	2	–	2 hours
English Language 11	28	1	–	1 hour
Drawing and Handwork 3	28	3	–	2 hours
Physical Education 3	28	2	–	None
Education 7	10	–	Entire time	15 hours
		24	–	19 to 21 hours
Third Year				
English Language 3	28	2	–	2 hours
Literature 7	28	2	–	2 to 3 hours
Music 4	28	1	–	None
Education 3	28	3	–	3 hours
Education 9	28	1	–	1 hour
Physical Education 5	28	2	–	2 hours
Physical Education 3	28	2	–	None
Education 7	10	–	Entire time	15 hours
and approximately 12 periods elected from the following:				
Literature 6	28	3	–	3 to 4 hours
History 4	28	4	–	4 hours
Arithmetic 4	28	3	–	2 to 3 hours
Geography 3	28	5	–	5 hours
Geography 7	28	3	–	3 hours
Drawing and Handwork 4	28	4	–	2 hours
Biological Science 2	28	3	–	3 hours
Physical Science	28	–	6	–

[1] Except that students in this course will be in a division by themselves and the work will be considered from the standpoint of the junior high school.

C. Commercial Department

Designed for students preparing to teach in high schools of commerce or commercial departments in high schools and leading to the degree of bachelor of science in education

Name and Number of Course	Number of Weeks	Periods weekly of—	
		Class Work	Outside Preparation
First Year			
English Language 5	38	2	2 hours
Shorthand 7	38	4	5 hours
Typewriting 1	38	4	None
History and Social Science 7	38	3	3 hours
Geography 4	38	2	2 hours
General Science	38	2	2 hours
Bookkeeping 1	38	3	4 hours
Education 4	38	2	3 hours
English Language 12	38	1	1 hour
Physical Education 6	38	1	1½ hours
Music 4	38	1	None
Physical Education 7	38	1	None
		26	24 hours
Typewriting 1a[1]	38	2	None
Office Training 1[1]	38	4	3 hours
English Language 17[1]	38	2	2 hours
Second Year			
English Language 6	35	2	2 to 3 hours
Shorthand 8	35	3	3 hours
Typewriting 2	35	3	1 hour
History and Social Science 10	35	2	2 hours
Arithmetic 3	35	2	3 hours
Geography 6	35	4	4 hours
Bookkeeping 2	35	3	4 hours
Education 10	19	3	3 hours
Salesmanship 1	19	3	3 hours
Music 4	35	1	None
Physical Education 7	35	1	None
		24	22 to 23 hours
Third Year			
History and Social Science 9	19	3	3 hours
History and Social Science 8	19	3	3 hours
Business 1	19	3	3 hours
Education 17	19	3	3 hours
Salesmanship 2	19	2	2 hours
English Language 15	19	2	2 hours
Music 4	19	1	None
Physical Education 7	19	1	None
Business 6	19	–	–
and either			
Business 3	19	2	2 hours
Bookkeeping 6	19	3	3 hours
or			
Shorthand 6	19	3	4 hours
Typewriting 6	19	3	None
		23 or 24	21 or 20 hours

[1] Under certain conditions, these courses may be substituted for Shorthand 7 and Typewriting 1. See pages 18, 30 and 31.

C. Commercial Department — Concluded

Name and Number of Course	Number of Weeks	Periods weekly of—	
		Class Work	Outside Preparation
Fourth Year			
Literature 4	30	2	2 to 3 hours
English Language 7	30	1	1 hour
English Language 16	30	1	1 hour
History and Social Science 11	30	2	2 hours
English Language 13	20	1	1 hour
Education 5	30	2	2 hours
Education 18	30	2	2 hours
Business 2	30	2	2 hours
Music 4	30	1	None
Physical Education 7	30	1	None
Education 8	8	–	–
and either			
Business 4	19	3	3 hours
Business 5	11	3	3 hours
Bookkeeping 3	30	4	4 hours
or			
Shorthand 9	19	3	3 hours
Typewriting 3	11	3	2 hours
Office Training 3	30	4	6 hours
		22	20 or 22 hours

D. Atypical Children Department

Designed for students preparing to teach in special classes and in schools for the deaf

Name and Number of Course	Number of Weeks	Periods weekly of —		
		Class Work	Laboratory or Teaching	Outside Preparation
For Special Classes				
First Year				
Identical with first year of A				
Second Year				
Identical with second year of A, with the addition of Education 12				
Third Year				
Education 12	24	4	–	4 hours
Education 14	24	4	–	4 hours
Education 15	24	3	–	3 hours
Cooking and sewing 2	24	2	–	As required
Shop Work, Printing, Gardening	24	2	–	by the sev-
Handwork; design	24	2	–	eral instructors
Education 19	12		Entire time	

Continued directed observation and practice in the special class

For Schools for the Deaf.

First and second years. Identical with A, with the addition, in the second year, of four weeks of directed observation and practice in schools for the deaf for the purpose of affording an intelligent basis for a decision as to whether a course in the Clark School for the Deaf will be elected.

Third year. To be spent in training in the Clark School for the Deaf, Northampton, Massachusetts.

Courses for elementary school teachers are marked A; for junior high school teachers, B; for commercial teachers, C; for teachers of atypical children, D.

ENGLISH LANGUAGE

English Language 1. (A, B) Composition. — Miss Lyons.
First year. Nineteen weeks, three class periods and three hours of preparation weekly.

Intensive practice in oral and written forms to develop a clear and forceful expression. Special stress upon the technique determined by the felt needs of the student as revealed in the program of the work. Reports and discussion of students' needs; directed reading; oral and written exercises; criticism; conferences, required and optional.

English Language 2. (A) Teaching of English in the first six grades. — Miss Lyons.
Second year. Two class periods and two hours of preparation weekly.

The teaching of essentials in oral and written composition in the elementary school with special emphasis upon sentence sense, paragraph structure, and discriminating use of words. Development of standards for teaching composition through (1) directed reading in the teaching of English; (2) directed observation of graded teaching lessons; participation in the planning and teaching of illustrative lessons; criticism and discussion; (3) critical study of language books for the elementary grades.

English Language 4. (B) Teaching of English in grades 7 and 8 and in junior high school. — Miss Lyons.
Second year. Two class periods and two hours of preparation weekly.

Advanced study of oral and written forms to develop ability in correct and artistic expression. An effort will be made to correlate this work with the courses in literature, history, education, hygiene, and geography.

English Language 3. (B) Composition. Discussion, reading, themes, criticism, conference. — Miss Lyons.
Third year. Two class periods and two hours of preparation weekly.

The teaching of oral and written composition in the junior high school through (1) directed reading in the teaching of English; (2) participation in the planning and teaching of lessons which apply the best in recent educational theory of the teaching of English; (3) critical study of English text books for the junior high school.

English Language 5. (C) Rhetoric and composition. Themes, criticism, dictation, correction of papers, conference. — Miss Harris.
First year. Two class periods and two hours of preparation weekly.

Study of the paragraph; the sentence (including grammar); words; the study of models; oral and written composition; spelling and definition; punctuation and capitalization. Aims: clear thinking and effective speech and writing.

English Language 6. (C) Exposition, description, narration. — Miss Harris.
Second year. Two class periods and two to three hours of preparation weekly, and frequent conferences.

Collecting and organizing material and presenting it in oral or written form. Reading specimens of prose composition; guidance in reading for recreation. Many short and frequent long themes; training in securing and holding the attention of the class by reading aloud; giving abstracts of stories and of other reading; criticism; discussion. Aims: clear, full, and interesting presentation.

English Language 7. (C) Business English and correspondence. — Miss Brennan.
Fourth year. One class period and one and one-half hours of preparation weekly.

Aim: to give the student a thorough training in business letter-writing. The work of the second half-year includes telegrams, cablegrams, postal service, and printer's marks.

English Language 8. (A, B) Methods of teaching reading in grades 1 and 2. — Miss Porter.
First year. Twelve weeks. Two class periods and two hours of preparation weekly.

A course dealing with the "learning to read" stage, and phonetics.

English Language 9. (A, B) Reading and story telling. — Miss Porter.
First year. Twenty-six weeks. Two class periods and two hours of preparation weekly.

A course in the technique of reading and story telling which aims to meet both the personal and the professional needs of the student. The reading problems of grades 3 to 6, inclusive, are emphasized by means of observation, discussion, and practical plan-making.
For the junior high freshmen, the reading problems of the junior high school grades are emphasized.

English Language 10. (A) Practice and methods course in penmanship for teachers of the first six grades. — Mr. Doner.
Second year. Two class periods and one hour of preparation weekly.

Aim: to train students to write well on paper and on the blackboard, in order that they may possess the skill required to teach penmanship in the first six grades. Demonstration lessons before classes are required which give the student confidence and ability to teach. Class discussion of the best methods for securing the maximum of results in the minimum of time.

English Language 11. (B) Practice and methods course in penmanship for teachers in grades 7 and 8 and junior high school. — Mr. Doner.
Second year. One class period and one hour of preparation weekly.

Aims and methods as in English Language 10.

English Language 12. (C) Beginner's course in penmanship. — Mr. Doner.
First year. One class period and one hour of preparation weekly.

Aim: to develop letter-form and freedom of movement.

English Language 13. (C) Advanced course in penmanship to perfect form and control of movement. — Mr. Doner.

Fourth year. One class period and one hour of preparation weekly.

Training in three special branches of handwriting: ornamental, engrosser's script, and lettering. The aim is to assist students in simple engrossing work for diploma and certificate use.

English Language 15. (C) Penmanship. — Mr. Doner.

One-half of third year. Two class periods and two hours of preparation weekly.

Application of penmanship to various uses in office work.

English Language 16. (C) Parliamentary procedure and public speaking. — Miss Brennan.

Fourth year. One class period and one hour of preparation weekly.

The conduct of public assemblages, speech composition, forms of public address, persuasion, processes of argument and refutation.

English Language 17. (C) Miss Harris.

First year. Two class periods and two hours of preparation weekly.

Students entering with satisfactory knowledge and skill in shorthand and typewriting may substitute this course with Office Training 1 and Typewriting 1a for Shorthand 7 and Typewriting 1.

LITERATURE

Literature 1. (A, B) Children's literature. — Miss Porter.

First year. Thirty-eight weeks. One class period and two hours of preparation or observation weekly.

Aims: to lead to an acquaintance with and appreciation of subject-matter; to give an opportunity to study its use in the first six grades of the elementary school; and to give practice in selecting and organizing material for use in these grades.

For the junior high freshmen, the course includes literature suited for the junior high school grades and emphasis is placed upon that work.

Literature 2. (A) Appreciation of literature. — Miss Harris.

Second year. Two class periods and two to three hours of preparation weekly.

This course aims to broaden the student's appreciation of literature and to give him help in selecting books for his general reading. Both standard and current writers are studied. The topics covered are: the enjoyment of poetry; how to tell a good novel; how to produce a play; the selection of biographies and other books of inspiration. Each student chooses his own subject and writes during the year three long themes suggested by the main topics of the course, or the equivalent.

Literature 3. (B) Teaching of literature in grades 7 and 8 and junior high school. — Miss Porter.

Second year. Two class periods and two to three hours of preparation weekly.

This course, which takes up methods of classroom work, embraces studies in poetry, in popular stories and standard books, together with the means of arousing in children an appreciation for literature and of cultivating in them the habit of reading good books.

Literature 4. (C) General literature. — Miss Harris.

Fourth year. Two class periods and two to three hours of preparation weekly. Occasional papers.

Aim: to arouse a keener appreciation and enjoyment of good literature. The various literary types are studied with their best representative authors, and some attention is given to historical development. Works of authors of admitted superiority are used to establish a standard of comparison, and these are followed by a study of contemporary writers.

IN THE TRAINING SCHOOL

LITERATURE 6. (B) ADVANCED COURSE IN TEACHING LITERATURE.—Miss HARRIS.
Third year. Three recitations and from three to four hours of preparation weekly. Elective.

This course is for students who wish to specialize in teaching literature in the junior high school. Its aim is to give a background for the work which is both academic and professional. Some of the subjects covered are: the great epics, ballads and other forms of lyrical poetry, modern poetry, current essays, the philosophy of the short story with methods for their presentation in the junior high school.

LITERATURE 7. (B) STUDIES IN LITERARY MOVEMENTS. — Miss HARRIS.
Third year. Two recitations and two to three hours of preparation weekly.

The aim of this course is both cultural and professional: to make the student acquainted with great literary works, and to help him to appreciate the literary changes which keep pace with social ideals. The course includes a knowledge of the technique of the drama, and a study of stage craft; a teaching presentation of Skakespeare's plays; a study of the development of the English novel and biography; modern poetry.

LIBRARY STUDY

LIBRARY STUDY. (A, B) A COURSE IN THE TECHNICAL KNOWLEDGE AND USE OF LIBRARIES. — Miss BELL.
One-half of first year. One class period and one to two hours of preparation weekly.

Aims: to bring students into close touch with the school library, show its resources and train to their efficient use; to encourage observation and practice in the home public library; to develop and foster the right attitude towards books and libraries. Topics: decimal classification; arrangement on the library shelf; card catalogue; magazine index; book index and table of contents; reference books; investigation of a subject in a library; government publications; book selection and buying; the general principles of classification and cataloguing; relations between the public library and the public school.

HISTORY AND SOCIAL SCIENCE

HISTORY AND SOCIAL SCIENCE 1. (A) METHODS OF TEACHING HISTORY IN THE ELEMENTARY SCHOOL. — Miss FITZHUGH.
First year. Two class periods and two hours of preparation weekly for one-half year; three class periods and three hours of preparation weekly for one-half year.

Discussion of aims and courses of study. Working acquaintance with the illustrative material of the field. Lesson planning, projects. Field trips.

HISTORY AND SOCIAL SCIENCE 2. (A) Miss FITZHUGH.
Second year. Two class periods and two hours of preparation weekly.

First half year. Methods in teaching history in the first six grades: Discussion of aims and courses of study. Lesson planning. Projects. Socialized recitation. Standardized tests as applied to history. Field trips. Observation in the grades. Practice teaching.
Second half year. Methods in teaching community civics in the first six grades: Discussion of aims, methods, courses for first six grades. Close correlation with other subjects. Emphasis on the practical side, showing how under proper guidance pupils may profitably assume the responsibility of their conduct at work and at play, in school and at home. Field trips. Discussion of books and material available. Building up a civics library and laboratory.

History and Social Science 3. (B) Methods in teaching history and social science in grades 7 and 8 and junior high school. — Miss Cruttenden.
Second year. Two class periods and two hours of preparation weekly.

Development of general world history as it pertains to and explains American history from 1783 to the present. Discussion of aims, methods, and material in teaching history.

History and Social Science 4. (B) Problems in present-day democracy for junior high school. — Miss Cruttenden.
Third year. Four class periods and four hours of preparation weekly. Elective.

Current events: Work based on current newspapers and magazines. Emphasis placed on material and methods suitable for junior high school.
Community civics: Study of aims, courses, materials, and methods for junior high school.

History and Social Science 7. (C) History of commerce. Miss Cruttenden.
First year. Three class periods and three hours of prepartaion weekly.

Survey of field of commerce from ancient times to the present. Special emphasis on emergence of present-day problems from past inheritances. Study of causes and effects. Stress on the importance of commercial relations to a people's progress and to their institutions at all times.

History and Social Science 8. (C) Economics. Contemporary economic problems. — Miss Cruttenden.
One-half of third year. Three class periods and three hours of preparation weekly.

Principles of economics. Emphasis on the theoretical side with practical application whenever possible.

History of Social Science 9. (C) Commercial law. — Mr. Phillips.
One-half of third year. Three class periods and three hours preparation weekly.

An inductive study of the application of the principles of justice to ordinary commercial relationships, aiming to develop a judicial habit of mind in the consideration of business affairs, and to acquaint the student, by the use of the case method, with interpretations governing business relationships.

History and Social Science 10. (C) Present-day problems. — Miss FitzHugh.
Second year. Two class periods and two hours of preparation weekly.

A study of current news. Work based on newspapers and magazines, with discussions concerning policies of papers, methods of getting news, publicity, public opinion. Opportunity will be given for individual investigation of some present-day problems, with emphasis on their industrial and commercial phases.

History and Social Science 11. (C) Contemporary economic problems. — Miss Cruttenden.
Fourth year. Two class periods and two hours of preparation weekly.

Continuation of work of third year. Discussion of contemporary economic problems as developed in current literature and through personal investigation.

History and Social Science 12. (B) Methods of teaching history in the junior high school. — Miss Cruttenden.
First year. Two class periods and two hours of preparation weekly for one-half year; three class periods and three hours of preparation weekly for one-half year.

Development of general world history as it pertains to and explains American history from the period of discovery to 1783.

EDUCATION

EDUCATION 1. (A, B) FIRST COURSE IN PSYCHOLOGY. — Mr. ROCKWELL.
First year. Two class periods and two hours of preparation weekly.

The course includes: a brief, popular study of how the nervous system works; the influence of inherited tendencies; how we learn; how we break old habits and form new ones; observation and conference in the training school.

EDUCATION 2. (A) EDUCATIONAL PSYCHOLOGY. — Mr. ROCKWELL.
Second year. One class period and two hours of preparation weekly.

The course includes: aims of elementary education; applications of psychology to elementary school subjects; the teacher's part in the whole organization of a school system; problems of classroom management; present trends in elementary schools; teacher's ideals.

EDUCATION 3. (B) EDUCATIONAL PSYCHOLOGY WITH SPECIAL REFERENCE TO THE JUNIOR HIGH SCHOOL. — Mr. MOODY.
Third year. Three class periods and three hours of preparation weekly.

The larger problems of educational psychology: changes to be made in human beings; agencies employed in making these changes; variations in the capacities which human beings possess for acquiring the changes; economic methods by which the changes may be brought about. A discussion of differentiated curricula; special classes; technique of educational and intelligence tests; efficiency of school methods; remedial instruction for deficiencies discovered through the use of tests; psychology of school subjects.

EDUCATION 4. (C) FIRST COURSE IN THE PSYCHOLOGY OF BUSINESS. — Mr. ROCKWELL.
First year. Two class periods and three hours of preparation weekly.

The course includes: a short study of use we make of the nervous system; inherited traits; how we learn; the effect of time and effort in what we practice; economy in the mental process used; the power of suggestion.

EDUCATION 5. (C) PEDAGOGY AND ITS APPLICATION IN COMMERCIAL TEACHING. — Mr. SPROUL.
Fourth year. Two class periods and two hours of preparation weekly.

The course embraces a brief summary of the history of commercial education in the United States; the place of commercial training in the high school; recent surveys; present status and tendencies; the organization and administration of a commercial department; the duties of a director; and special methods in the teaching of the technical commercial subjects.

EDUCATION 6. (A) PRACTICE TEACHING.
Second year. Ten weeks, thirty periods weekly.

EDUCATION 7. (B) PRACTICE TEACHING.
Second and third year. Ten weeks, thirty periods weekly.

EDUCATION 8. (C) PRACTICE TEACHING.
Fourth year. Eight weeks, thirty periods weekly.

EDUCATION 9. (A, B) PEDAGOGY. — Mr. PITMAN.
Second year of elementary course; third year of junior high course. One class period and one hour of preparation weekly.

The ends and aims of education; contemporaneous problems in elementary and secondary education; special investigations and reports; school organization and administration; school laws of Massachusetts; professional ethics.

Education 10. (C) Educational psychology. — Mr. Rockwell.
Second half of second year. Three class periods and three hours of preparation weekly.

A study of the growth and the possibility of development of various mental processes. The aim is to present those facts and principles which have direct application to the problems of teaching, to inspire the student to a study of their application, and to develop the psychological basis of method.

Education 11. (A, B) Observation and participation in the training school. — Mr. Moody and the several grade supervisors.
One-half of first year. One class period, one observation period and one hour of preparation weekly. This is in addition to the observation which is carried on in the training school under the direction of the instructors in the several courses in the normal school.

Aims: (1) to introduce the student to the problems of teaching through the study of the organization of the routine of the classroom, the program, economy of classroom management, discipline, attendance, and lesson plans; (2) the observation and the discussion of the teaching of the supervisors with written reports on the work observed; and such participation in the work of the training school as seems feasible.

Education 13. (A) Elementary school technique. — Mr. Moody.
Second year. One class period and one hour of preparation weekly.

Problems growing out of teaching; factors that condition teaching; selection and organization of subject-matter; formal class period; methods of teaching; reconsideration of the psychology of how children learn, the laws of learning; forming habits and rote associations; developing the emotions; developing individuality; adapting instruction to individual differences; teaching pupils to study; measuring results of teaching; tests and standards.

Education 12. (D) Psychology of subnormal children. — Miss Walker.
Third year. Four class periods and four hours of preparation weekly.

The course aims to give a fundamental knowledge of individual differences. The scientific study of mental defectives; causes; heredity versus environment; preventative measures; identification; classification; organization of education.

Education 14. (D) Methods. — Miss Walker.
Third year. Four class periods and four hours of preparation weekly.

State laws for the establishment of special classes; their history and function; organization and equipment. Training of capacities; follow-up work. Visits to state institutions. Observation periods in the special class in the training school.

Education 15. (D) Mental testing. — Miss Walker.
Third year. Three class periods and three hours of preparation weekly.

Group and individual tests of retarded children. Binet-Simon method studied and used; results to help determine classification of children observed in special class. State clinics; "ten fields of inquiry"; diagnosis; clinical studies.

Education 16. (D) Practice teaching.
Third year. Nine to twelve weeks, thirty periods weekly.

Practice includes observation and participation in the special class in the training school, and also work under supervision in classes for the deaf in Lynn and Beverly.

Education 17. (C) Commercial education. — Mr. Sproul.
One-half of third year. Three class periods and three hours of preparation weekly.

Aim: to develop the principles underlying business education; to acquaint the student with the agencies for commercial education; and to review current practices in high schools.

Education 18. (C) Educational and vocational guidance. — Mr. Sproul.
Fourth year. Two class periods and two hours of preparation weekly.

Aim: to acquaint students with the problems and principles of educational and vocational guidance, and their importance and application in junior and senior high school courses.

Education 19. (D) Practice teaching.
Third year. Twelve weeks.

Observation and participation in special classes in the training school and in selected schools elsewhere.

MUSIC

Music 1. (A, B) Elementary music. — Mr. Archibald.
First year. One class period and one hour of preparation weekly.

Voice training, music reading, ear training, and writing of symbols used to represent the time and tune of music. The subject-matter of this course is practically the work of the first six grades of the elementary school.

Music 2. (A) — Mr. Archibald.
Second year. One class period and one hour of preparation weekly.

Aim: to familiarize the students with the music work of the first six grades, and to acquaint them with the best ways of presenting the problems. The child voice, song interpretation, and part singing are some of the topics discussed. Outlines of the grade work are given and teaching plans of the principal subjects are made.

Music 3. (B) — Mr. Archibald.
Second year. One class period and one hour of preparation weekly.

In addition to the work of Music 2 some of the problems of the junior high school are studied.

Music 4. (A, B, C, D) Music appreciation and general singing. — Mr. Archibald.
Required of all students in the school. One class period weekly throughout the course.

Chorus singing, including community music and the study of standard choruses. Students receive instruction in the use of the baton and in chorus conducting. During the year several concerts and lectures are given by professional musicians.

ART

Representation, Design, Handwork

Drawing and Handwork 1. (A, B) — Miss Baird.
First year. Two class periods and one hour of preparation weekly.

Drawing: A course in drawing, color, design and art appreciation.

The course is designed to create and foster a knowledge and appreciation of art. There is frequent observation of teaching and methods in the training school. The illustrative work is closely related to other studies in the curriculum. A general review of work experienced or observed in the public schools is included.

Handwork: A course dealing with simple projects in industrial arts.

Aims: to train teachers for the first six grades of elementary schools along practical and industrial lines; to give the ability to make, read and apply simple structural drawings and patterns; to use simple hand tools; and to apply this knowledge of craftsmanship to other studies in the curriculum. There is frequent observation of the work in the training school, visits to shops, gardens, etc.

Drawing and Handwork 2. (A) — Mr. Whitney.
Second year. Three class periods and two hours of preparation weekly.

Drawing: A course in drawing, color, design, art appreciation and methods of teaching.

Aims: to prepare teachers for the first six grades of elementary schools and to cultivate taste and art appreciation. Courses of study are planned and methods of teaching are studied and applied in the actual work in the training school. Blackboard sketching is applied to other studies in the curriculum.

Handwork: A course dealing with elementary projects in bookbinding, weaving, etc.

As in the previous course the aims are: the ability to make, read and apply structural drawings and patterns to the actual construction of simple projects; the ability to teach such work in the first six grades in the elementary schools; to appreciate purpose and fitness and good structural design; and to apply these to all industrial work.

Drawing and Handwork 3. (B) — Mr. Whitney.
Second year. Three class periods and two hours of preparation weekly.

Drawing: This course includes harmonies of color to be applied to school projects, the interior of the schoolroom or home; plans and color schemes for flower gardens, etc.; decorative and structural design; pictorial drawing involving principles of foreshortening and convergence; picture study; nature drawing; and blackboard sketching.

Handwork: A continuation of 1, consisting of more advanced projects, adapted to the junior high school; observation and practice in bookbinding, lettering, woodworking and the relation of drawing and the crafts to gardening and sewing.

Drawing and Handwork 4. (B) Methods and practice for students preparing to teach in grades 7 and 8 and the junior high school. — Mr. Whitney.
Third year. Four class periods and two hours of preparation weekly. Elective.

Drawing: Aims: to offer a general survey of the history of architecture, sculpture, and painting; to familiarize the pupils with the work required in the higher grades along the lines of drawing, applied design, nature work; and through visits to museums, libraries, and historic buildings to cultivate an appreciation of the best things in art. The course comprises the preparation and dyeing of papers, reeds and fabrics for the work in industrial arts; the making and application of good designs in form and decoration; the drawing of trees, plants and details studied in the nature course; and the drawing of simple objects and groups in outline, mass and color. The major part of the course is devoted to definite school projects, methods and practice teaching.

Handwork: Observation and practice in pattern drawing, projection, and development; bookbinding, weaving, modeling, printing, and elementary woodworking. The school and home gardens are planned, drawings made to scale, and the color schemes applied.

Drawing and Handwork 5. (D) Handwork and design for students preparing to teach in special classes. — Mr. Whitney.
Third year. Two class periods weekly, with preparation as required by the instructor.

The course consists of a general review of representation, design, and handwork as outlined in the state syllabus on minimum essentials, but applied to the needs of teachers of special classes. The representation deals with the construction and drawing necessary in all hand work; the design, with the structural, decorative, and applied design desirable in such work. The hand work deals with the actual construction of individual school or home projects. The work involves projects in bookbinding, box making, weaving of various types, cement work, and similar problems in construction.

Industrial Projects 1. — Mr. Little. Elective.

A garden, comprising half an acre, is worked on the community basis, and is planted entirely to vegetables, which are sold to families living in the vicinity of the school and to local dealers. This garden is planted, cared for, and the products harvested and marketed, by the boys of the seventh and eighth grades. Normal school students observe and assist in this work.

There is also opportunity for a limited number of students to receive instruction in both woodworking and printing. These courses are elective and are given out of regular school hours.

Industrial Projects 2. (D) Shop work, printing, gardening, for students preparing to teach in special classes. — Mr. Little.

Third year. Two class periods weekly, with preparation as required by the instructor.

The course in shop work consists of simple construction involving the use of woodworking tools, based upon appropriate designs. It also includes chair caning and other simple household repairs.

The course in printing includes simple composing, proof taking, stone work, and general press work.

The course in gardening will consist of the study of laying out, selecting seed, planting, culture, and harvesting of the common vegetable garden.

Cooking and Sewing 1. — Miss Adams. Elective.

The cooking course is designed to give a general knowledge of the principles of cooking, food values, preparation of foods, and serving of simple meals.

The purpose of the sewing course is to teach the student practical application of hand and machine sewing in making simple garments.

These courses are elective and are given out of regular school hours.

Cooking and Sewing 2. (D) — Miss Adams.

Third year. Two class periods weekly, with preparation as required by the instructor.

The course in cooking will include the preparation and serving of simple dishes; a study of food classes and balanced meals; and simple school lunches.

The course in sewing will include the fundamental stitches; simple construction processes; and the making of simple garments.

Gardening 1. (A) — Miss Goldsmith.

Second year. Constitutes a large part of the work in nature study for the spring months.

Aim: to give practical experience in garden work and acquaint the student with methods and devices for carrying on school and home gardens.

Gardening 3. (B) — Miss Goldsmith.

Second year. Constitutes the work in nature study for the spring months.

Aim: to give experience in garden planning and the growing of common crops. Methods of cultivation and the care of both vegetables and flowers receive attention.

Gardening 2. (B) — Miss Goldsmith.

Third year. Constitutes part of the work in nature study for the spring months.

Fulfills practically the same conditions as Gardening 1 (A), except that special attention is given to kinds of work required in grammar grades or the junior high school.

ARITHMETIC

ARITHMETIC 1. (A) METHODS OF TEACHING PRIMARY ARITHMETIC. — Miss STONE.
First year. Three class periods and two to three hours of preparation weekly.

This course takes up a professionalized treatment of subject matter for the first six grades of the elementary school; a study of standardized tests; some work in the social-economic arithmetic needed by every adult; a brief history of arithmetic to explain the present content of arithmetic courses; provision for bringing students up to standard skill in fundamental operations; provision for practice in problem solving.

ARITHMETIC 1. (B) SOCIAL-ECONOMIC ARITHMETIC. — Miss STONE.
First year. Three class periods and two to three hours of preparation weekly.

This course contains a brief review of the subject matter of the first six grades; a thorough treatment, from the point of view of information rather than computation, of the following topics: percentage, banking, thrift, investment, taxes and insurance; provision for bringing each student up to standard skill in fundamentals; provision for practice in problem solving.

ARITHMETIC 2. (B) METHODS OF TEACHING ARITHMETIC IN GRADES 7 AND 8 AND IN THE JUNIOR HIGH SCHOOL. — Miss STONE.
Second year. Two class periods and one to two hours of preparation weekly.

This course takes up courses of study for grades 7 and 8; professionalized treatment of subject matter for these grades; standardized tests; a brief history of arithmetic to explain the present content of arithmetic courses; the teaching of intuitive geometry.

ARITHMETIC 4. (B) TEACHING MATHEMATICS IN THE THIRD YEAR OF THE JUNIOR HIGH SCHOOL. — Miss STONE.
Third year. Three class periods and two to three hours of preparation weekly. Elective.

This course is intended for students who wish to teach mathematics in the third year of the junior high school. It takes up phases of geometry, algebra, trigonometry, and a study of statistics adapted to the work. Text-books are reviewed and the subject matter covered in a practical way.

ARITHMETIC 3. (C) COMMERCIAL ARITHMETIC, ADVANCED COURSE. — Miss BRENNAN.
Second year. Two class periods and three hours of preparation weekly.

The course is designed to give a review of elementary principles in arithmetic, the application of these principles to commercial work, and methods of handling the subject in high schools.

GEOGRAPHY

GEOGRAPHY 1. (A) PRINCIPLES OF GEOGRAPHY AND METHODS FOR THE ELEMENTARY GRADES. — Miss FLANDERS.
First year. Three class periods, with regular field and laboratory work, and three hours of preparation weekly.

General course in geography showing how man's activities are influenced by the physical factors of his environment, such as relief, climate, and natural resources. Throughout the course, methods of teaching are discussed, with added emphasis in the last part of the year.

FOLK DANCING

GEOGRAPHY 2. (B) CONTINENTAL GEOGRAPHY. — Miss FLANDERS.
Second year. Two class periods and two hours of preparation weekly, with occasional field trips.

This course develops a background for teachers in grades 7 and 8 and the junior high school. The continents are studied to build up a knowledge of their life relations, and to illustrate various methods of approach and treatment. Acquaintance is made with all of the modern textbooks, readers, and manuals, and with other supplementary material.

GEOGRAPHY 3. (B) JUNIOR HIGH SCHOOL GEOGRAPHY. — Miss WARE.
Third year. Five class periods, five hours of preparation, and occasional teaching lessons in the training school. Prerequisites, Geography 1 and Geography 2. Elective.

As this course is primarily to prepare students to teach geography courses of the junior high school it includes the following: a study of the great world powers and the problems that confront them; commercial and industrial geography; methods of teaching geography in the junior high school grades; current geography.

GEOGRAPHY 4. (C) PRINCIPLES OF GEOGRAPHY. — Miss WARE.
First year. Two class periods and two hours of preparation weekly.

This course is designed as a foundation for all subsequent geography courses. A knowledge of the physiographic factors, their relations to each other, the diverse environments of the earth as determined by these relations, and life's responses to these diversities are the fundamentals of the science of geography.

GEOGRAPHY 6. (C) COMMERCIAL AND INDUSTRIAL GEOGRAPHY. — Miss WARE.
Second year. Four class periods and four hours of preparation weekly, with an afternoon every third week for studying a local industry at first hand.

Aim: to prepare students to become teachers of commercial and industrial geography in high schools of New England. A course for high schools is built up and discussed, based upon the four fields of commerce and industry: primary production, transportation, manufacturing or secondary production, and consumption. All modern textbooks on the subject are used for reference, and various illustrative materials are introduced. The industrial countries are particularly studied with especial emphasis upon the United States. Many industries are studied by means of motion pictures.

GEOGRAPHY 7. (B) JUNIOR HIGH SCHOOL GEOGRAPHY. — Miss WARE.
Third year. Three class periods and three hours of preparation weekly, with occasional field trips. Prerequisites, Geography 1 and Geography 2. Elective.

Aim: to prepare students to become teachers of geography in grades 7 and 8 and the junior high school. A study is made of regional geography for the seventh grade through the selection and interpretation of the geographic regions of a type continent (usually South America); for the eighth or ninth grades a study is made of industrial and commercial United States, — its place as a world economic power. Considerable attention is paid to the geography of current world events.

GEOGRAPHY 8. (B) PHYSICAL GEOGRAPHY. — Miss WARE.
First year. Three class periods and three hours of preparation weekly.

This course is designed to furnish a training in the elements of physical geography necessary for advanced work in the field of geography.

SCIENCE

NATURE STUDY. (A) — Miss GOLDSMITH.
Second year. Four class periods and four hours of preparation weekly.

Occasional papers. Laboratory work given in place of regular preparation or recitation at the discretion of the instructor. The course is intended to give first-hand, working knowledge of the plants and animals of the locality and fit the students to teach nature study in the first six grades. Birds, insects, common mammals, trees, flowers, fruits, seeds, and germination are among the subjects taken. Soils, tillage and fertilizers are studied as an introduction to garden work.
(See Gardening 1 (A).)

BIOLOGICAL SCIENCE 1. (B) — Miss GOLDSMITH.
Second year. Four class periods and four hours of preparation weekly.

A course primarily intended to lay the foundation for Biological Science 2. Field work is done as long as the season permits, and laboratory work during the winter. Project work is carried on throughout the year. Students are made familiar with the plant and animal life common to the community, particular attention being given to the economic aspects. Occasional papers.
(See Gardening 3 (B).)

BIOLOGICAL SCIENCE 1. (B) — Miss GOLDSMITH.
Second year. One class period and one to two hours of preparation weekly.

A course planned primarily to give acquaintance with the material and methods used in the upper grades or junior high school. Field work is done whenever possible and laboratory work substituted for recitations at the discretion of the instructor. Plant and animal life common to the community will be studied, particular attention being paid to the economic aspect. Occasional papers.

BIOLOGICAL SCIENCE 2. (B) — Miss GOLDSMITH.
Third year. Three class periods and three hours of preparation weekly. Elective.

The course is a continuation of Biological Science 1 (B), and is intended to prepare the student to teach in the grammar grades or the junior high school. It consists of recitations, laboratory and field work, discussions and presentations by the students, with occasional papers. Special emphasis is laid on research work and field trips, and the correlation with other branches of study such as civics, geography, English, and physical science. The consideration of such larger topics as forestry, the natural resources of a community, etc., form an important part of the work. Gardening occupies practically all of the spring term.
(See Gardening 2 (B).)

PHYSICAL SCIENCE 1. (A) — Mr. WHITMAN.
Second year. Two class periods and two hours of preparation weekly.

The course is intended to afford a broad outlook over the field of science and an insight into the ways in which science is useful to man. Students report to the class the results of their own individual study. The project method is employed to a large extent.

It is recommended that the students put the major part of their time upon those science projects which are of special interest to them, or which they have exceptional opportunities to study. The natural interests of different individuals will, when brought together, give a course which covers the home, the school, public utilities, industries and the world of nature.

PHYSICAL SCIENCE 2. (B) — Mr. WHITMAN.
Second year. Two class periods and two hours of preparation weekly.

This course is organized around the home and community and includes the important science principles involved in the human activities of the environment. Science as training for citizenship, and the relation of science to civics, are given attention. Opportunity for project work by individual students is offered.

General Science 2. (B) — Mr. Whitman.
Third year. Three double laboratory periods: equivalent to three hours of class work and three hours of preparation weekly. Elective.

This course aims to prepare one to teach general science in the junior high school. The work consists largely in laboratory practice, including experiments, preparation of apparatus for demonstration, and devices for teaching in the seventh and eighth grades or first year of high school. It also provides teaching practice under supervision in the training school.

General Science 1. (C) — Mr. Whitman.
First year. Two class periods and two hours of preparation weekly.

The study of science in everyday life and of science in relation to the arts and industries. Students report on investigations or projects in addition to the formal class work. Many scientific principles involved in common processes are illustrated by demonstration.

PHYSICAL EDUCATION

A gymnasium uniform is required of all women students. This may be purchased at a minimum cost after entrance to the school.

Physical Education 1. (A, B) Physical training. — Miss Hale.
First year. Two gymnasium periods weekly.

A course in all phases of physical education is given in the first year to improve the physical condition of the student. Attention is paid to individual needs, which are ascertained from a thorough medical examination given each student upon entrance. Material is also given which is adaptable to elementary school teaching, — gymnastics, folk dancing, and games.

Physical Education 2. (A) Physical training. — Miss Wallace.
Second year. Two gymnasium periods weekly.

One period a week is devoted to work which is for the benefit of the student herself, emphasis being placed on corrective exercises and on the learning of sports which may be followed in later life. In the second period, weekly, the student is given a comprehensive program of work in physical education for the first six grades, with methods and opportunity for practice teaching.

Physical Education 3. (B) Physical training. — Miss Hale.
Second and third years. Two gymnasium periods weekly.

The type of work follows that of Physical Education 1. Games, athletics, folk dances, and corrective exercises which are suitable for the child in the junior high school are given, with practice teaching of this work.

Physical Education 4. (A) General hygiene. — Miss Wallace.
Second year. Two class periods and two hours of preparation weekly.

A course which further aims to give the student a knowledge of the functioning and care of his own body, as well as the newest and best methods of presenting the subject of health to children of the elementary school. The study of communicable diseases, first aid treatment, and correct sanitation of a school building are included.

Physical Education 5. (B) Hygiene and sanitation. — Miss Wallace.
Third year. Two class periods and two hours of preparation weekly.

To the work of the preceding course is added those phases of hygiene and sanitation which are of most interest to pupils in the seventh and eighth years of school, such as public health problems, milk and water supply, sewage disposal, and the control of communicable diseases.

PHYSICAL EDUCATION 6. (A, B, C) PERSONAL HYGIENE. — Miss HALE.
First year. One class period and one and one-half hours of preparation weekly.

The purpose of this course is to aid the student to form right habits of living, and to gain some knowledge of the function and care of his own body.

PHYSICAL EDUCATION 7. (C) — Miss HALE.
Each year of commercial course. One gymnasium period weekly.

The aim of this course is to provide the right kind of regular exercise throughout the school years, to stimulate a love of activity which shall continue after school years, and to develop the posture, physical poise, and alertness of mind and body which are so necessary in the equipment of a teacher.

SHORTHAND

SHORTHAND 7. (C) GREGG. INTRODUCTORY COURSE. — Miss EDWARDS.
First year. Four class periods and five hours of preparation weekly.

Aims: to teach the principles, wordsigns, and phrases of the system thoroughly; to read fluently from copper-plate notes; to develop habits which make for efficiency in taking dictation; and to build up a vocabulary usable at the rate of sixty words a minute.
(For conditional substitute for this course, see English language 17, Typewriting 1a and Office Training 1.)

SHORTHAND 8. (C) GREGG. ADVANCED COURSE. — Miss EDWARDS.
Second year. Three class periods and three hours of preparation weekly.

Aims: to drill on fundamentals, to develop a word-carrying capacity; to train the student to write from dictation from one hundred to one hundred twenty-five words a minute, and to read back or transcribe accurately.

SHORTHAND 6. (C) DEVELOPMENT OF AMANUENSIS CAPACITY. — Miss EDWARDS.
Elective. Taken in conjunction with Typewriting 6.
One-half of third year. Three class periods and four hours of preparation weekly.

Further development of individual skill in shorthand writing and its practical applications.

SHORTHAND 9. (C) GREGG. METHODS COURSE. — Miss EDWARDS.
First half of fourth year. Three class periods and three hours of preparation weekly. Elective.

Aims: to discuss methods of teaching shorthand, of handling dictation and speed practice, of correlating shorthand and typewriting through transcription and office training; to prepare lists of sources and kinds of supplies and equipment; to work out suggestive courses of study for shorthand and office training; to develop type lesson plans; and to compare textbooks and shorthand systems.

TYPEWRITING

TYPEWRITING 1. (C) FOUNDATION COURSE FOR BEGINNERS. — Miss BADGER.
First year. Four class periods weekly.

Aim: to make of each student an accurate touch operator by giving a thorough knowledge of the keyboard and of the use of the various parts of the machine, and by teaching him to write rhythmically. During the last quarter accuracy tests are given.
(For conditional substitute for this course, see English Language 17, Typewriting 1a and Office Training 1.)

TYPEWRITING ROOM

TYPEWRITING 1a. (C) — Miss BADGER.
First year. Two class periods weekly.

Aims: to develop an efficient typewriting technique; to develop ideals and ability in arrangement; and to give a considerable amount of practical experience. (A conditional substitute, with English 17 and Office Training 1, for Shorthand 7 and Typewriting 1.)

TYPEWRITING 2. (C) ADVANCED COURSE. — Miss BADGER.
Second year. Three class periods and one hour of preparation weekly.

Letter arrangement, tabulation, legal work, specifications, etc. Special attention is given to speed work and transcription from shorthand notes.

TYPEWRITING 3. (C) METHODS COURSE. — Miss BADGER.
Second half of fourth year. Three class periods and two hours of preparation weekly for eleven weeks. Elective.

This course discusses the work of Typewriting 1 and Typewriting 2 from the professional viewpoint. General methods are considered; textbooks are examined and criticized; courses of study, adapted to different groups of students, are planned.

TYPEWRITING 6. (C) AMANUENSIS TYPING. — Miss EDWARDS.
One-half of third year. Three class periods weekly in conjunction with Shorthand 6. Elective.

Aim: increased excellence and attainment of commercial standards in transcription.

OFFICE TRAINING

OFFICE TRAINING 1. (C) OFFICE APPLIANCES. — Miss BADGER.
First year. Four class periods and three hours of preparation weekly.
Students entering with satisfactory knowledge and skill in shorthand and typewriting may substitute this course with English language 17 and Typewriting 1a for Shorthand 1 and Typewriting 1.

Aims: to give the student facility in operating office appliances such as the multigraph, the typesetter, the adding and calculating machines, the dictaphone, the mimeograph and the mimeoscope; also instruction and practice in the various methods of filing.

OFFICE TRAINING 3. (C) SECRETARIAL TRAINING. — Miss EDWARDS.
Fourth year. Four class periods and six hours of preparation weekly. Elective.

Duties and responsibilities of the private secretary; personal qualifications; the secretary's correspondence, treatment of callers and customers; preparation of reports and outlines; use of graphs and charts; preparation of printed documents; routine business; reference books and sources of information; relation to office force; the secretary as office manager; organizing the work.

BOOKKEEPING

BOOKKEEPING 1. (C) INTRODUCTORY COURSE. — Mr. PHILLIPS and Miss BRENNAN.
First year. Three class periods and four hours of preparation weekly.

Aim: to teach elementary principles of accounting, the routine of bookkeeping, and to develop appreciation of business situations and problems.
The students will be grouped in two sections based on previous preparation, thus permitting advanced students to do more intensive work.

Bookkeeping 2. (C) Advanced course. — Mr. Phillips.
Second year. Three class periods and four hours of preparation weekly.

Special attention is given to principles underlying the construction of accounts and their classifications, and the preparation and interpretation of business statements to show condition and progress of the business. The application of accounts to varied lines of work, elements of cost accounting and variations due to form of organization are studied.

Bookkeeping 3. (C) Elementary accounting. — Mr. Phillips.
Fourth year. Four class periods and four hours of preparation weekly. Elective.

A comprehensive study of balance sheets and statements of various kinds; a detailed consideration of assets and liabilities, depreciation, reserves, surplus, capital and revenue expenditures, statements of affairs, deficiency account, realization and liquidation statements; also the study of accounts of non-trading concerns as societies, clubs, etc. It includes also a study of the problems, methods, and aims of teaching bookkeeping in the high school.

Bookkeeping 6. (C) Cost accounting. — Mr. Phillips.
One-half of third year. Three class periods and three hours of preparation weekly. Elective.

This course includes factory cost finding, illustrating production records and their significance; work in the preparation of technical manufacturing reports, business statements and balance sheets.

SALESMANSHIP

Salesmanship 1. (C) Retail selling. —Miss Brennan.
First half of second year. Three class periods and three hours of preparation weekly.

The study of merchandise, store system, store practice, business ethics, employment problems, drill in fundamental operations of selling.

Students will participate in actual selling, in approved stores, during the month between Thanksgiving and Christmas. It is recommended that, when possible, students obtain a month or more of selling experience before taking up the course.

Salesmanship 2. (C) Advanced salesmanship and advertising. — Miss Brennan.
One-half of third year. Two class periods and two hours of preparation weekly.

Aims: to develop the fundamental principles of salesmanship and to show their application. To study the relation of advertising to the sales department, other departments, and the business as a whole; a general survey of the various departments of advertising, including commercial art, display, engraving; periodicals, house organs and other media; trade-marks, etc.

BUSINESS

Business 1. (C) Business organization and administration. — Mr. Sproul.
One-half of third year. Three class periods and three hours of preparation weekly.

The study of business as a science; forms of business enterprise; functional divisions of production, sales, accounting and finance; problems of management, labor and its reward; types of internal organization.

Business 2. (C) Elements of banking. — Mr. Phillips.
Fourth year. Two class periods and two hours of preparation weekly.

The economic service of banks and banking systems; classification of banks; the Federal Reserve system; foreign exchange and credit; the detailed study of the internal organization and procedure of a typical bank.

Business 3. (C) Statistics. — Mr. Sproul.
One-half of third year. Two class periods and two hours of preparation weekly. Elective.

The course emphasizes the vital importance of statistics in the conduct of business. It discusses the collection and organization of useful data, and various methods employed in graphic representation.

Business 4. (C) Marketing and foreign trade. — Mr. Sproul.
First half of fourth year. Three class periods and three hours of preparation weekly. Elective.

A study of the problems involved in theory and practice, with the means and methods in current use; present tendencies.
The work in foreign trade is intended to acquaint the student with the fundamentals and with the approved technique in the handling of foreign trade documents.

Business 5. (C) Transportation. — Mr. Sproul.
Last half of fourth year. Three class periods and three hours of preparation weekly for eleven weeks. Elective.

Aim: to develop a general idea of the importance of transportation to all business activity; to state the problems involved, and to study how they are being met; railroads and the shipping public; development of our railroad systems; classifications; rates; Interstate Commerce Commission.

Business 6. (C) Business participation.
One-half of third year.

The full time will be spent in supervised participation in business in places approved by the school. The class will be divided into two sections, one section working in business positions while the other is attending school.

THE MANAGEMENT OF THE SCHOOL

Students in a school for the professional training of teachers should be self-governing in the full sense of the term. Each student is allowed and is encouraged to exercise the largest degree of personal liberty consistent with the rights of others. The teachers aim to be friends and leaders. They do not withhold advice, admonition and reproof, when needed; but their relations in these respects are usually with individuals instead of with classes, and are of the most helpful and generous nature. Those students who, after full and patient trial, are found unable to exercise self-control and unworthy of confidence, are presumed to be unfit or unlikely to become successful teachers; and will be removed from the school. Others, also, who through no fault of their own, but in consequence of conspicuous inaptitude, or physical or mental deficiencies, are unfit for the work of teaching, will be advised to withdraw, and will not be graduated.
Many matters pertaining to the general welfare of the school are referred for consideration to the school council. This is a representative body, consisting of the principal, three other members of the faculty, and members chosen by each of the several classes. Thus the students, through their representatives, have a voice in the management of the school, and also assume their share of the responsibility for its success.

Regulations

1. Regular and prompt attendance at all sessions of the school is expected of every student. Those who find it necessary to be absent for more than a single day should so inform the principal. For all avoidable absence — including that for teaching as substitutes — the permission of the principal must be obtained in advance.

2. Students who are withdrawing from the school must inform the principal of their decision, and must return all the books and other property of the school which are charged to them. Those who fail to do so promptly must not expect any recommendation or indorsement from the school.

3. Any property of the school which is lost or seriously injured by students must be paid for by them.

4. Although the school has no dormitories, it recommends to students who are to live away from their homes, houses in Salem where board and room may be obtained at reasonable prices. These houses, in addition to being suitable in other respects as homes for students, meet the following conditions which are prescribed by the State Department of Education: They receive no boarders other than students and instructors of the normal school; the same house does not receive both men and women students; the number of students in each house is limited to a small family group.

All students who board away from their homes during their membership in the school are required to live in the houses recommended by the school. Exceptions to this rule are made only for those whose parents wish them to live with relatives or intimate personal friends; but in such cases the parents must first inform the principal of the school of the circumstances, in writing, and receive his approval. No final arrangement for board or room may be made without the previous consent of the principal. No change in room or in boarding place may be made by any student without the previous approval of the principal.

Students living in groups in approved houses are expected to form habits which are to the advantage of their own work and that of their companions. The hours from seven to nine-thirty in the evening from Monday to Thursday, inclusive, should be observed as a period of study. Exceptions to this rule should be made only with the previous approval of the principal. Except under unusual conditions, lights should be out by ten o'clock. If students find it necessary, for any reason, to be absent from the house on any evening they should inform their landladies of their plans. Boarding students may not be absent from the city over night without the consent of the principal.

Those persons who receive our students into their homes, must, of necessity, assume responsibility for their conduct in the same measure as would be required of teachers or matrons in charge of school dormitories. They are therefore expected to report to the principal any inpropriety of conduct on the part of students which ought to be known by him or any behavior of theirs which would be considered improper in a well-regulated dormitory.

Expenses, Aid, Loan Funds

Expenses. — Tuition is free to all residents of Massachusetts. Students admitted from other States are required to pay a tuition fee of one hundred dollars per year, of which sum one-half is due on the first day of the school year in September and the other half February 1. An incidental fee of ten dollars, payable annually, will be charged all students attending State normal schools. This is due on the first day of the school year, and must be paid immediately. Textbooks and supplies are free, as in the public schools. Articles used in school work which students desire to own will be furnished at cost. The expense of room and board for two students rooming together, within easy distance of the school, is from eight dollars each per week upward.

School Restaurant. — A restaurant is maintained in the building, in which is served at noon each school day a good variety of wholesome and attractive food at very reasonable prices.

State Aid. — To assist those students, residents of Massachusetts, who find it difficult to meet the expenses of the course, financial aid is furnished by the State to a limited extent. Applications for this aid must be made in writing to the principal, and must be accompanied by such evidence as shall satisfy him that the applicant needs assistance. This money is received at the end of each half of the school year.

Loan Funds. — Through the generosity of members of the faculty and graduates of the school several funds have been established, all of which, by vote of the Salem Normal School Association, are administered by the principal as loan funds. Students may thus borrow reasonable sums of money with which to meet their expenses during their connection with the school, and payment may be made at their convenience, after they have secured positions as teachers.

These loan funds were founded by graduates of the school as memorials to Dr. Richard G. Edwards, principal from 1854 to 1857; to Professor Alpheus Crosby, principal from 1857 to 1865; to Dr. Daniel B. Hagar, principal from 1865 to 1895; to Dr. Walter P. Beckwith, principal from 1895 to 1905 and to Mr. J. Asbury Pitman, principal from 1906 to the present time. The total amount of money now available is about seven thousand dollars. The principal will gladly receive and credit to any of the above funds such contributions as graduates and friends of the school may be disposed to make. Frequently a little timely financial aid from this source may save to the profession an efficient teacher.

EMPLOYMENT OF GRADUATES

Although the school can assume no responsibility for securing positions for its graduates, there are ample opportunities open in Massachusetts to those students who have maintained thoroughly good records in both the normal school and the training school.

The necessity for a rate of salary which will command the services of teachers of native ability, thorough training, and a professional attitude toward their work has been generally recognized. Towns and cities have provided for generous increases, and the State, by legislative enactment, has made provision for equalizing, to a considerable extent, educational opportunity through the appropriation annually of a large school fund. A generous proportion of this is used to increase the salaries of teachers in communities whose resources are limited. Graduates of the elementary course may now expect to receive from eight hundred to one thousand dollars for their first year of service; graduates of the junior high school and the commercial courses receive substantially higher salaries.

The principal is constantly called upon to recommend teachers for desirable positions. Correct information from the alumni regarding changes in their positions and salaries is of the greatest importance to them in securing, through the school, opportunities for professional advancement.

The co-operation of school officials in keeping the principal informed as to the success of the graduates is greatly appreciated by him.

SCHOLARSHIPS FOR GRADUATES

There are offered at Harvard University four scholarships, each of an annual value of one hundred fifty dollars, for the benefit of Students in Harvard College who are graduates of any reputable normal school in the United States. The School of Education of Boston University offers free tuition for one year to a limited number of graduates of the normal schools of New England, the students to be recommended by the faculties of the schools.

Practically all New England colleges give suitable credit to graduates of the school for courses taken here. Teachers College of Columbia University, also, is liberal in its attitude towards our alumni who go there for advanced professioaln study.

NOTICES TO SCHOOL OFFICIALS

All interested persons, especially those connected in any way with educational work, are cordially invited to visit the school, to inspect the buildings and equipment, or to attend the exercises in its classrooms or training school at any time and without ceremony. The office is open throughout the summer vacation.

Superintendents and other school officials are requested to send to the school copies of their reports, directories, courses of study and other publications of common interest. The courtesy will be appreciated and reciprocated.

GENERAL INFORMATION

Historical Sketch

The State Normal School at Salem was opened to students September 12, 1854. It was the fourth normal school established by the State of Massachusetts. Its first building stood at the corner of Broad and Summer streets. This was enlarged and improved in 1860, and again in 1871. After twenty-five years the accommodations proved inadequate to meet the increased demands upon modern normal schools, and an appropriation was made by the Legislature for a new building, which was first occupied by the school December 2, 1896. A new training school building was occupied for the first time December 2, 1913. The site, buildings and equipment represent a value of approximately one million dollars, and it is believed that the Commonwealth here possesses an educational plant as complete and convenient as any of its kind in this country.

Decorations

It is generally conceded that no building or schoolroom is finished or furnished which lacks beautiful and artistic decorations, not only because these objects are beautiful in themselves, but because of their refining and educative value. There is a silent influence resulting from the companionship of good pictures or casts, elevating the thought, and creating a dislike for the common, ugly, and inferior type of decoration so often seen. The school has many pictures and casts, the gifts of the students, the faculty, and other friends of the school. All these have been selected with great care and artistic judgment so that the whole is harmonious.

The Teachers and Students

The school during its history has had five principals and one hundred thirty-two assistant teachers. The development of the training schools began in 1897, and with them one hundred two persons have been connected as teachers. Twenty-five teachers are now required in the normal school and fourteen in the training school.

More than eighty-eight hundred students have attended the school.

The Location and Attractions of Salem

No place in northeastern Massachusetts is more easily accessible than Salem. It is on the main line of the eastern division of the Boston and Maine Railroad system, connecting with the Saugus branch at Lynn. A branch road to Wakefield Junction connects the city with the western division. There is direct communication with Lowell, Lawrence, Haverhill, Rockport and Marblehead. Trains are frequent and convenient. Salem is also the center of an extensive net work of electric railways. Students coming daily to Salem on Boston and Maine trains can obtain season tickets at half price. Trains on the Marblehead branch stop at Loring Avenue, on signal, and many students find it more convenient to purchase their season tickets to that station.

Salem is the center of many interesting historical associations, and within easy reach are the scenes of more important and stirring events than can be found in any other equal area of our country. The scenery, both seashore and country, in the neighborhood, is exceedingly attractive. There are many libraries, and curious and instructive collections belonging to various literary and antiquarian organizations, to which access is free. Lectures are frequent and inexpensive. The churches of the city represent all the religious denominations that are common in New England.

LECTURES AND CONCERTS

The regular courses of instruction are supplemented and enriched by lectures and concerts which are given frequently throughout each year. Following is the program for 1926–1927.

Concert	Glee clubs of Framingham and Salem Normal Schools
Concert	Glee clubs of Brown University and Salem Normal School
Lecture recital: American music	Myrtle Jordan
Problems in character building	A. E. Winship
Mutual responsibilities of faculty and students	Anne D. Blitz
Health conference	State departments of health and education
Parent-teacher associations	Ada L. Webber
Special class work	Arthur B. Lord
Commencement address: The boiling point in education	Henry Turner Bailey
Individual differences	George D. Strayer
Teaching responsibility for health	Anne Whitney
Responsibilities and opportunities	Kate Stevens
Business ethics	George C. Bestick
Library methods	E. Louise Jones
Co-operation of teacher, nurse and physician	George H. Bigelow, M.D.

Tickets for the concerts of the Boston Symphony Orchestra are obtained for students upon application.

Picture Exhibitions and Lectures

For several years the school has been utilizing the reflectoscope, the stereopticon, and the motion-picture machine to attain educational ends. Nearly every subject taught in the school is served by these pictures. The fields of geography are particularly well covered. Talks on the pictures as they are shown are given usually by members of the faculty, but occasionally they are given by students or lecturers from outside the school.

THE MUSICAL CLUBS

A glee club, selected by competition, rehearses weekly, sings at various entertainments of the school, and gives an annual concert. An orchestra is also one of the musical activities of the school.

THE ART CLUB

The art club is an organization comprised of pupils of the school who desire to pursue the study of art to a more advanced degree than the prescribed courses permit. At the regular meetings work is done along industrial lines, which also includes more or less of the fine arts. There are walks for the study of various types of architecture; visits to the Museum of Fine Arts and studios in Boston; sketching trips during the spring months; and papers by the members of the club. A course of lectures is arranged for each season.

THE JOHN BURROUGHS CLUB

This club is organized for the students of the nature study classes who are particularly interested in this work and who wish to gain a wider acquaintance with the out-of-doors than is possible in the regular course. Field trips and personal observations are the most important activities, but excursions are made to museums and collections of note, and the making of bird feeders, nesting boxes or shelters, and bird baths also forms part of the work. Talks are frequently given by members of the club or their friends. Regular meetings are held once in two weeks.

THE CIVICS CLUB

The Civics Club was established to furnish an opportunity for the entering class to study matters of civic interest and to have informal discussions on these subjects; to take trips to the Legislature and other civic meetings; and to do something helpful for the school. Each year outside speakers lecture. The club occasionally conducts patriotic exercises, prepares exhibitions of civic material, and presents a gift to make the building more attractive. Some meetings are purely social, and at others sewing is done for philanthropic organizations of the city.

THE DRAMATIC CLUB

The Dramatic Club is an organization comprised of a carefully selected group of students who are interested in studying the drama and who show some evidence of ability in producing plays. The purpose of the club is to study the development of the drama, with emphasis on its modern aspects. This includes a consideration of actors, authors, and stagecraft. At each regular meeting a reading of a short play or parts of a play make up the program, aiming toward the culmination of a more ambitious production later in the school year. Interesting trips are made to Boston to see some of the best plays.

THE WOMEN'S ATHLETIC ASSOCIATION

The Women's Athletic Association is open to all the women members of the school. Its objects are: (1) To create an interest in athletics among the women of the school; (2) To set high standards and ideals and to promote good sportsmanship in all activities; (3) To conduct contests and give awards.

THE MEN'S ATHLETIC ASSOCIATION

The Men's Athletic Association is an organization of men for the promotion and supervision of athletic teams representing the school. Interclass games and the development of good sportsmanship toward each other and the school are also a part of its program.

THE COMMERCIAL CLUB

The purpose of this club is to promote interest in commercial work and in the teaching of commercial subjects, especially along the lines of shorthand, accounting, and general business.

OFFICERS OF THE CLUBS

Glee Club

Blanche I. McKeen	*President*
Olive E. Richardson	*Secretary*
Bernice O. Bazeley	*Treasurer*
Ruth E. Duffett	*Librarian*
M. Eloise Harty	*Assistant Librarian*
Fred W. Archibald	*Director*

Orchestra

Fred W. Archibald	*Leader*

Art Club

Catherine E. Whalen	*President*
Helen J. Allard	*Vice-President*
Mary A. Ahern	*Secretary*
E. Gladys Wilkins	*Treasurer*
C. Frederick Whitney	*Faculty Advisor*

CAMPUS GROUNDS

John Burroughs Club

Beatrice Harris	*President*
Leota Straw	*Vice-President*
Ann Abramovitz	*Secretary*
Christine H. Bjorkgren	*Treasurer*
Gertrude B. Goldsmith	*Faculty Advisor*

Dramatic Club

Helen R. Parker	*President*
Mary F. Connelly	*Vice-President*
Dorothy E. Hoar	*Secretary*
Muriel C. Rogers	*Treasurer*
Maud L. Harris	*Faculty Advisor*

Civics Club

Louise E. Auger	*President*
Isabella L. McFarlane	*Vice-President*
Edith Baron	*Secretary*
Ruth A. Kirby	*Treasurer*
Lena G. FitzHugh	*Faculty Advisor*

Women's Athletic Association

Corinne E. Davis	*Presidenl*
Mildred E. Linehan	*Vice-President*
Ruth C. Beckford	*Secretary*
Mary E. Haley	*Treasurer*
Gertrude Grossman	*Head of Games*
M. Lorette Wetmore	*Head of Hiking*
Marion E. Proctor	*Head of Track and Field*
E. Pauline Conrad	*Head of Tennis*
Mira Wallace	*Faculty Advisor*

Men's Athletic Association

Henry M. Garvey	*President*
James P. Foley	*Vice-President*
Augustus P. Macione	*Secretary*
	Treasurer

Advisory Board

J. Asbury Pitman	*Principal*
Alexander H. Sproul	*Faculty Manager*
Leon H. Rockwell	*Faculty Coach*
Myron R. Hutchinson	*Graduate*

Commercial Club

Helen C. Brotherton	*President*
Edmund F. Comeau	*Vice-President*
Marjorie G. Obear	*Secretary*
Theresa A. McHugh	*Treasurer*
Alexander H. Sproul	*Faculty Advisor*

Geography Club

Elsie M. Trevett	*Editor*
Blanche M. Quaid	*Associate Editor*
Amy E. Ware	*Faculty Advisor*

OFFICERS OF THE SENIOR CLASS

Arthur J. Sullivan	*President*
Teresa S. O'Neil	*Vice-President*
Esther A. Knowlton	*Secretary*
Grace M. Griffin	*Treasurer*

REGISTER OF STUDENTS

1926-1927

GRADUATES—CLASS CXII—JUNE 18, 1926

ELEMENTARY COURSE — TWO YEARS

Ahearn, Mary Esther	East Lynn
Bannister, Katherine Lucy	Essex
Barrett, Esther Patricia	Peabody
Barton, Dorothy Kingman	Wakefield
Barton, Eva Leonie	Danvers
Beauchemin, Lucy May	Swampscott
Beckford, Margaret Eleanor	Newburyport
Beckwith, Sophie	Dorchester
Bingham, Ruth Elizabeth	Newburyport
Bond, Gertrude Frederica	Haverhill
Brenner, Fannie	Chelsea
Brenner, Frances Freda	Lynn
Buckley, Alice Margaret*	Salem
Burstein, Anna	Chelsea
Butler, Mae Walton	Saugus
Carohian, Nazany Nancy	Lynn
Cashman, Mary Eileen	Danvers
Clarke, Avis	Cambridge
Colbert, Dorothy Marie	Melrose Highlands
Connolly, Margaret Catherine	Peabody
Couhig, Mary Frances	Beverly
Coyne, Bernice Cecile	Somerville
Coyne, Eleanor Marie	Salem
Cross, Anna Rita	Lynn
Curtis, Hester Babson	Gloucester
Daly, Marie Veronica	Salem
Deans, Elizabeth	Wakefield
Desellier, Edna Mary	Cambridge
Dewhurst, Anna Melinda	Stoneham
Diamond, Etta May*	Manchester
Dimlich, Doris Florence Augusta	Lawrence
Dingle, Frances Mae	Wakefield
Dunn, Lillian Veronica	Salem
Elliott, Pauline Osborne	Danvers
English, Florence Virginia	West Somerville
Epstein, Harriet	Chelsea
Faber, Celia	Chelsea
Fecteau, Florence Mildred	Lynn
Fletcher, Marion Edith	Malden
Foley, Anna Frances	Chelsea
Gillespie, Mary Jane	Lynn
Gold, Lena	Roxbury
Goldstein, Celia	Chelsea
Goodman, Gussie	Chelsea
Gray, Mildred Geneva	Somerville
Green, Viola Douglass	Rockport
Greenblatt, Ida	Revere
Grodsky, Jennie	Nahant
Guazzaloca, Stella Marie	Somerville
Hanlon, Katherine Rose	Beverly
Harding, Barbara Chase	Somerville
Harding, Helen Louise	Somerville
Hathaway, Gertrude Mae	Peabody
Hanhilami, Toini	Peabody
Horgan, Dorothy Joan	Lynn
Johnson, Ruth Louise*	Essex
Jones, Lydia Emma	Wenham
Juel, Elizabeth Johanne	Swampscott

* Also included in the enrollment for the first quarter of 1926–1927; deferred diploma granted November 12, 1926.

Kelley, Catherine May	Lynn
Kelley, Helen Irene	Medford
Kochanski, Veronica Selma	Cambridge
Koen, Gertrude Regina	Salem
Komarin, Esther Edith	Peabody
Lane, Julia Mary	Peabody
Leary, Elizabeth Miriam	Newburyport
Lewis, Marion Gove	Fall River
Leyden, Helena Mary	Somerville
Loss, Sophie Clara	Salem
Lowe, Mildred May*	Gloucester
McCarthy, Catherine Veronica	Lynn
McCarthy, Elizabeth Helen	North Andover
McIntosh, Marion Lillian	West Medford
McKeon, Marie Beatrice	East Lynn
Margolis, Esther	Chelsea
Martin, Helen May	Beverly
Martin, Violet	Cliftondale
Mattson, Dorothy Ebba	Rockport
Mulcahy, Helen Louise	Lynn
Murphy, Margaret Christina	Lynn
Murphy, Mary Helena	Danvers
Murphy, Mary Louise	Lynn
Murray, Mary Frances	Waverley
Neary, Catherine Elizabeth	Manchester
Nevins, Mary Cecelia	Cambridge
Niland, Katherine Jane	Lynn
O'Brien, Katherine Esther	Belmont
Odiorne, Priscilla	Swampscott
O'Donnell, Dorothy Alice	Lynn
Parkhurst, Laurinda	Boxford
Peabody, Edna Carleton	Rowley
Pender, Mary Elizabeth	Peabody
Persky, Rose Helene	Holyoke
Pett, Ida Sylvia	Gloucester
Pottala, Aila Emelia	Salem
Rasmussen, Clara Severina Panduro	Jamaica Plain
Resnick, Bessie	Chelsea
Rich, Leonor Mary	Saugus
Rimer, Dora	Danvers
Rudolph, Anna	Chelsea
Schoonover, Mary Lucille	Cambridge
Scipione, Alice Margaret	Wakefield
Sheedy, Julia Elizabeth*	Salem
Sheehan, Catherine Frances	Lynn
Sherman, Sadie Edith	Malden
Sias, Elizabeth Anna	Revere
Silverstein, Frances	Chelsea
Smith, Helen May	Somerville
Stevens, Aimie Woodbury	Beverly
Stubbs, Janet Mona	Lynn
Tangard, Ellen Margaret	Chelsea
Terra, Hilda Geraldine	New Bedford
Thayer, Ruth Alden Spooner	Salem
Tilton, Hilda Adams	Topsfield
Toperzer, Edith Anna	Medford
Trayers, Mary Irene	Danvers
Trudel, Olive Frances	Newburyport
Tully, Gertrude Louise	Salem
Valentine, May Astrid	Saugus
Vik, Bertha Sofia	Wakefield
Viola, Louise Mary	Malden
Webber, Helen Louise	Middleton
White, Adele Gertrude	Chelsea

* Also included in the enrollment for the first quarter of 1926–1927; deferred diploma granted November 12, 1926.

Widtfeldt, Grace Ethel	Wakefield
Wiggin, Helen	Peabody
Willey, Dorothy	Greenwood
Wood, Caroline Mae	Swampscott
Wright, Mary Constance	Lynn
Ziskowski, Julia	Peabody
Zoll, Minnie	Everett

Junior High Course — Three Years

Donovan, Mary Louise	Lynn
Frost, Elizabeth Ada	Gloucester
Gilday, Ruth Mary	Rowley
Gould, Annie Isabel	Lynn
Lane, Mary Catherine	North Andover
Lourie, Eva	Chelsea
McCarthy, Edward James	Charlestown
Mayo, Elsie Marie	Lynn
Natho, Doris Clara	Andover
Parziale, Charles Edwin	Chelsea
Perry, Mabel Ellen	Greenwood
Ramsdell, Mary Brown	Marblehead
Roberts, Wilfred Henry	West Somerville
Thurlow, Helen	Newburyport
Tufts, Eileen Harney	Beverly
Twombly, Alice May	North Andover
Walters, Grace Gwendolyn	Saugus

Commercial Course — Four Years

Barry, Mary Ellen	Cambridge
Bowie, Lydia Marion	Gloucester
Burnham, Elizabeth Cook	Magnolia
Burns, Mary Ethel	Hamilton
Carroll, Mary Josephine	Roxbury
Corkum, Pauline Harriett	Gloucester
Curran, Margaret Agnes	Wheelwright
Dailey, Margaret	Lexington
Dalton, Mary Frances	Walpole
Dolphin, Earle Wentzel	East Lynn
Donovan, Anna Travis	Charlestown
Downs, Lucile Elizabeth	Killingly, Conn.
Doyle, Dorothy Mary	Salem
Doyle, Henry Francis	Peabody
Faulds, Evelyn Eloise	Wollaston
Frost, Mildred Grace	Holyoke
Gravel, Lena Margaret	Ware
Harrington, Mary Genevieve	Salem
Hayes, Margaret Dolores	Bridgewater
Hicks, Walter Gordon	Gloucester
Higgins, James Leo	Danvers
Husson, Chesley Harwood	Lynn
Johnson, Edith Ruth	Leominster
Johnson, Jessie Evelyn	Grafton
Johnson, Mary Porter	Leominster
Keniley, Helen Cecelia	New Haven, Conn.
Larson, Florence Christina	Pigeon Cove
Macdonald, Ethel Gladys	Watertown
Marr, Ruth Douglass	Rowley
McEachen, Mary Catherine	Gloucester
McGuire, Bernice Josephine	New Haven, Conn.
Moran, Cecelia Theresa	Leominster
Mulcahy, Eleanor Elizabeth	Cohasset
Nagel, Dorothea Martin	Leeds
Oliver, Margaret Evelyn	Gloucester

O'Neill, James Joseph . . . . . Danvers
Pearson, Elsa Kristina . . . . . Somerville
Reynolds, Almira . . . . . Fall River
Richards, George Anthony . . . . . Peabody
Ramsdell, Mary Clare Frances . . . . . Lynn
Stone, Lillian Helen . . . . . Ayer
Thompson, John Stanley . . . . . Gloucester

Certificate for One Year's Work

Elementary Course

Keniston, Marion Bertha . . . . . Bradford

Elementary and Junior High Courses

Saunders, Blanche May . . . . . Everett

MEMBERSHIP FOR THE YEAR 1926-1927

ELEMENTARY DEPARTMENT

Senior Class

Abramovitz, Ann	Chelsea
Alpert, Mary Ruth	Chelsea
Anderson, Ethel Lillian	Pigeon Cove
Auger, Anita Emily	Lynn
Bishop, Helen Dolores	Salem
Bjorkgren, Christine Helena	Lexington
Bohan, Catherine Cecelia	Gloucester
Bourlon, Helena Maria	Everett
Burns, Josephina Antoinette	Ipswich
Cambridge, Doris Amy	Lexington
Cann, Margaret Louise	West Lynn
Chase, Myra Davis	Haverhill
Clancy, Elizabeth Agnes	Peabody
Clark, Helen May Elizabeth	Beverly
Clark, Ruth Alice	Lynn
Cleary, Doris Rose	Malden
Cody, Mary Louise	Lynn
Collins, Theresa Julia	Wakefield
Connelly, Mary Frances	Chelsea
Daniels, Halden Louise	Malden
Del Campo, Elisa Enorina Lucia	Lynn
Dorney, Sarah O'Reilly	Medford
Dyer, Helen Frances	Everett
Feindel, Doris Marion	North Wilmington
Feldman, Lila Rosa	Revere
Fischer, Evelyn Estelle	Lynn
Fitzpatrick, Katharine Veronica	Salem
Flynn, Mary Josephine	Arlington
Ford, Winifred Marie	Somerville
Freedman, Dorothy	Chelsea
Garrity, Rose	Chelsea
Gilman, Janice	Chelsea
Godfrey, Mary Ellen	Salem
Gold, Dora	Chelsea
Gold, Mollie Ruth	Chelsea
Golob, Freda	Chelsea
Goverman, Esther	Cambridge
Griffin, Grace Minerva	Danvers
Grossman, Gertrude	Chelsea
Hahesy, Gertrude	Chelsea
Haley, Mary Elizabeth	Marblehead
Harris, Beatrice	Chelsea
Hartigan, Mary Dutra	Roslindale
Henry, Margaret Angela	Salem
Higgins, Anna Mary	Lynn
Hill, Sadye	Chelsea
Howard, Priscilla Ordway	Marblehead
Hurwitch, Helen Ruth	Andover
Johnson, Clara Florence Astrid	Gloucester
Kasparian, Isabelle	Haverhill
Katz, Anna	Chelsea
Katz, Gertrude	Lynn
Kimball, Viola Muriel	Bradley's Brook
Kramer, Rose	Lynn
Lane, Helen Elizabeth	Peabody
Langan, Mary Ellen	Peabody
Lee, Elizabeth Palmer	Newburyport
Lepes, Fanny Shirley	Fall River
Lillis, Eileen Rita	Peabody
Linehan, Mildred Eleanor	Prides

McAuliffe, Mary Elizabeth	Chelsea
McKeever, Lillian Frances	Cambridge
MacKeen, Mabel Reta	Wakefield
Mackie, Mary Claire	Lawrence
Maguire, Alice Gertrude	Peabody
Malatsky, Rose	Chelsea
Marrs, Mary Frances	Peabody
Meserve, Helen Hannah	Revere
Monahan, Catherine Lillian	Revere
Newman, Celia Sheila	Chelsea
Nutile, Lillian Adeline	Wakefield
Nutter, Mabel Louise	Beverly
O'Neil, Teresa Sylvester	Everett
Parker, Helen Rachel	East Lynn
Patterson, Edith Martha	Arlington
Peterson, Ethel Demetrie	Somerville
Phillips, Dorothy Arlene	Lynn
Pooler, Lillian Ethel	East Saugus
Portesi, Clara Jacquiline	Somerville
Preston, Ella Mae	East Lynn
Rich, Irene Catherine	Lynn
Rivkin, Selma Reeva	Chelsea
Rogers, Muriel Chetwood	Gloucester
Rotfort, Janet	Chelsea
Sampson, Geraldine Sederquist	Lynn
Sexton, Dorothy Louise	Arlington
Shea, Mary Frances	Cambridge
Sheinfeld, Sadie	Chelsea
Sherriff, Beatrice Frances	Revere
Silverman, Ida	Cambridge
Slotnick, Ruth Eve	Somerville
Smith, Doris Ethel	Revere
Smith, Jeanette	Chelsea
Stanley, Elizabeth Watts	Beverly
Stone, Doris Power	Marblehead
Stone, Hazel Davidson	Newburyport
Straw, Leota	Melrose
Sudack, Sara	Fall River
Talbot, Mary Veronica	Everett
Thissell, Bernice Ann	Lawrence
Thurlow, Ruth Mary	Newburyport
Twomey, Marguerite Josephine	Newburyport
Warner, Marguerite Bartol	Lynn
Wetmore, Mary Lorette	Cambridge
Whalen, Catherine Evelyn	Lexington
Zapolska, Felicia Frances	Cambridge
Zapolska, Marcia Sophie	Cambridge

Freshman Class

Abate, Evelyn	Everett
Akerley, Elizabeth Byington	Beverly
Allen, Dorothy	East Boston
Ames, Ruth Beatrice	Wakefield
Aronow, Frances	Chelsea
Auger, Louise Ethel	West Boxford
Austin, Doris Marjorie	Newburyport
Bailey, Eileen Mildred	Somerville
Baron, Edith	Cambridge
Barry, Catherine Irene	Lynn
Bauer, Dorothy Marie	Greenwood
Bellew, Mary Ellen	Peabody
Boyce, Ethel Jane	Lexington
Boyle, Helen Graham	Peabody
Bradley, Mary Rita	Salem
Breen, Mary Lillian	Lynn
Budnick, Mary	West Boxford

Burns, Josephine Justina*	Lynn
Callahan, Elena Mary	Beverly
Campbell, Alice Eva	West Somerville
Campbell, Dorothy	Winthrop
Carter, Katherine Belle	Somerville
Caulfield, Eleanor Margaret	Roslindale
Chase, Lucy Sybil	Everett
Coates, Reta Beatrice	East Lynn
Cogger, Alice Mary	Revere
Cole, Mary Annette	Lynn
Collins, Elizabeth Alma	Amesbury
Collins, Gertrude Abigail	Revere
Cosman, Marcia Isabelle	Lynn
Cotter, Ellen Rita	Revere
Coyle, Marie Louise	Peabody
Curry, Frances Regina	Charlestown
Dailey, Eleanore Dorothy	Boston
Daly, Frances Elizabeth	Salem
Damsky, Beatrice*	Lynn
Desmond, Margaret Mary*	Lynn
Dinerman, Isabelle	Beverly
Driscoll, Florence Mary	Peabody
Ellery, Josephine	Danvers
Finn, Genevieve Frances	Revere
Firth, Florence Gertrude	Gloucester
Fischer, Emma Elizabeth	Lynn
Fitzpatrick, Frances Leona	Revere
Foley, Catherine Brigid	Belmont
Geizer, Winifred	Greenwood
Gerring, Ida Eliza	Gloucester
Gill, Zelma	Haverhill
Gingras, Jeanne Della*	Lynn
Golant, Frances	Lynn
Goodman, Ida Helen	Dorchester
Grant, Dorothy Woodbury	Beverly
Guerin, Mary Elizabeth	Everett
Haley, Helen Ruth	Somerville
Harding, Patricia	Somerville
Harrigan, Margaret	Salem
Hempel, Esther Anna	Lawrence
Henderson, Georgianna	Marblehead
Hersom, Frances Regina*	Somerville
Hetherington, Hazel Mary	Peabody
Hodgkins, Katherine Louise	Gloucester
Holmes, Elizabeth	Roxbury
Hulak, Pauline Rhoda	Chelsea
Joyce, Grace Elizabeth	Revere
Kaylor, Elsie Dolores	Fall River
Keane, Catherine Louise	Lynn
Keating, Agnes Marie	Fall River
Kendrick, Helen Margaret	Melrose
Kiely, Louise Mary	Lynn
Kirby, Ruth Agatha	Danvers
Kirwin, Merle Patricia	Peabody
Ladd, Ruth Edith*	Newburyport
Landford, Ruth Alphreda	Newburyport
Levine, Rose Lillian	Dorchester
Lowe, Jessie Pauline	Gloucester
McCarthy, Marion Agnes	Boston
McCue, Eleanor	Salem
McDonald, Gertrude Ellen	Salem
McFarlane, Isabella Law	Winthrop
Marcus, Genevieve Yvette	Revere
Merrill, Grace Emmelene*	Amesbury
Mighill, Ruth Johnston	Rowley

* Was a member of the school less than one-half of the year.

Miller, Pauline Lillian	Revere
Monks, Marjorie	Malden
Morgan, Margaret Mary	Somerville
Morris, Janet	Salem
Moser, Louise Almyr	Salem
Nahigian, Agnes Mary	Somerville
Niland, Ruth Margaret	Lynn
Pasukonis, Mary Cassie	Rowley
Patterson, Alice Bradford	Woburn
Perkins, Norma Emmaretta	Wakefield
Peterson, Lena Alice	South Hamilton
Pickard, Barbara Nourse	Ipswich
Poitras, Adelaide Mary	Salem
Porter, Isabelle Grace	West Somerville
Ramin, Etta	Revere
Remick, Helen Ray	Winthrop
Riley, Catherine Claire	Lynn
Rivers, Emily*	Manchester
Roche, Mary Louise	Lynn
Rollins, Josephine Rosamond	Winthrop
Rooney, Mary Elizabeth	Lynn
Salmon, Mildred Louise	Everett
Sanders, Hortense Crum	Winthrop
Shea, Katherine Elizabeth	Peabody
Sheehan, Alice Josephine	Cambridge
Sheridan, Julia Rita	Peabody
Shipione, Louise	West Lynn
Sigel, Edith	Peabody
Skahan, Marion Frances	Belmont
Slocomb, Elizabeth	Malden
Smith, Anna Josephine	Beverly
Solomon, Hattie Florence	Chelsea
Soule, Arline Frances	Wakefield
Steiner, Shirley	Revere
Stevens, Evelyn Weston	Newburyport
St. Pierre, Blanche Yvonne	Salem
Sullivan, Ellen Josephine	Everett
Sullivan, Katherine Louise	Salem
Sullivan, Margaret Louise	Peabody
Sumner, Elizabeth	Salem
Sweeney, Eleanor Gertrude	Peabody
Tansey, Loretta Marion	West Somerville
Tully, Clare Marie	Salem
Twomey, Marie Katherine	Peabody
Tyburska, Isabelle Regina	Salem
Verdi, Mary Margaret	Winthrop
Waldron, Mary Alice	Peabody
Walsh, Anna Bernadette	Revere
Walsh, Eileen Louise*	Revere
Walsh, Madeleine Frances	Lynn
Walsh, Mary Helena	Cliftondale
Walsh, Marian Genevieve	Salem
Watson, Mary Elizabeth	Cambridge
Weiner Diana	Revere
Weiss, Matilda	Medford
Whalen, Mary Ruth	Salem
Williams, Dorothy Almira	Ipswich
Wilson, Dorothy Mildred	North Reading
Winchester, Isabel Lenore	Lynnfield
Zaks, Frances Beatrice	Winthrop
Zion, Ruth	Revere

*Was a member of the school less than one-half of the year.

JUNIOR HIGH DEPARTMENT

Senior Class

Ahern, Mary Agnes	Arlington
Allard, Dorothy Adelle	Reading
Allard, Helen Jenness	Reading
Bazley, Bernice Olive	Wakefield
Coffill, Alice Louise	Essex
Cox, Hattie Usher	Salem
Griffin, Ethel Clarke	Danvers
McCarthy, Marjorie Margaret	Winthrop
McKeen, Blanche Ida	Peabody
MacKintosh, Christie Evelyn	Pigeon Cove
Moretsky, Celia	Chelsea
Nevers, Lucille May	Winthrop
O'Keefe, Edna May	Gloucester
O'Keiff, Agnes Mary Cecilia	Essex
Rowe, Elizabeth Harriman	Gloucester
Shaughnessy, Mary Louise	Salem
Swanson, Marian Christine	Gloucester
Thompson, Helen Etta	Revere
Tucker, Dorothy May	Gloucester
Wheelen, Katherine Elizabeth	Beverly
Wilkins, Edith Gladys	Somerville
Zuoski, Zella	Ipswich

Sophomore Class

Anderson, Elsie Victoria	Saugus
Berry, Margaret Mary Elizabeth	Salem
Broughton, Mabelle Gardner	Marblehead
Cashman, Anna Frances	Salem
Crediford, John William, Jr.	South Hamilton
Eaton, Mildred Elizabeth	Danvers
Embree, Adelaide Caroline	Marblehead
Fenders, Mary Anastasia	Newburyport
Fitzmaurice, Marie Emily	Peabody
Henderson, Gladys	Wilmington
Hoar, Dorothy Elizabeth	Salem
Horgan, Sarah Helen	Peabody
Jianakountzos, Jennie Antoinette	Ipswich
Kelley, Morton Frederick	Beverly
Leland, Marjorie	Beverly
McCarthy, Anne Eugenia	Beverly
Nutter, Elizabeth	Reading
Ostrer, Marion	Salem
Phelan, Margaret Mary	Ipswich
Rich, William Arthur	Beverly
Rikkola, Vaino John	Peabody
Sheehan, Elizabeth Mary	Lynn
Sheridan, Anne Connell	Somerville
Simpson, Frances Mary	Peabody
Stevens, Beatrice Lucile	Andover
Twombly, Gertrude Esther	North Andover
Welch, Marion Josephine	Peabody
Wiggins, Helen Roberts	Manchester

SPECIAL COURSE — ONE YEAR

Beckford, Margaret Eleanor*	Newburyport
Epstein, Harriet	Chelsea
Trudel, Olive Frances*	Newburyport

* Was a member of the school less than one-half of the year.

Freshman Class

Angelakis, Stella Helen	Lynn
Bates, Mildred Kimball	Melrose
Berkovitz, Bertha	Chelsea
Bond, Mary Louise	Everett
Burke, Mary Frances	Somerville
Carroll, Helen Elizabeth	Somerville
Castaline, Frances	Chelsea
Chandler, Frances Catherine	Somerville
Chapman, Lulu Isabelle*	Everett
Cheney, Isobel May	Winter Hill
Churchill, Beatrice Gertrude*	Beverly
Danc, Helen Elizabeth	Cambridge
Danskin, Alice Janet	Manchester
Dean, Mary Agnes	Beverly
Dillon, Helen Teresa	Malden
Dineen, Mary Margaret	Lawrence
Dupar, Eleanor Marie	Marblehead
Evans, Dorice Safford	Newburyport
Fleming, Catherine Marie	Salem
Fox, Gladys Marie	Cliftondale
Gannon, Elizabeth Marie	Revere
Gordon, Sidney Fremont	Danvers
Griffin, Rose Margaret	Lynn
Harkins, Grace Isabelle	Somerville
Hartigan, Eleanor Frances	Salem
Healey, Veronica Catherine	Salem
Henderson, Irma Christine	Wilmington
Hughes, Evelyn May	Peabody
Kane, George Leo	North Abington
Kelly, Alice Agnes	Salem
Kimball, Winifred Catharine	Peabody
Lawrie, Ethel McCord	Lawrence
Lynch, Carolyn Elizabeth*	Chelsea
Lynn, Elizabeth Gertrude	Chelsea
McElligott, Katherine Mary	Manchester
McKinnon, Marie Bertha	Beverly
Mackinnon, Florence Edna	Peabody
MacMahan, Ruth Elizabeth	East Boston
Martin, Doris Birdelle	Somerville
Meriam, Dorothy Robinson	Melrose
Messenger, Samuel	Peabody
Mitchell, Eileen Perry	Salem
Moody, Beatrice Daisy	Wakefield
Moran, Marion Catherine	Somerville
Morton, Doris May	South Peabody
Murray, Lillian Elizabeth*	West Somerville
O'Donnell, Charles Vincent*	Peabody
Powers, Florence Mary	Cambridge
Regele, Charlotte Alice*	Roxbury
Scott, Margaret Tocher	Manchester
Sheehan, Doris Esther	Salem
Simon, Anna Winifred	Beverly
Stead, Olivia Mae	Cambridge
Stromdahl, Blanche Martha	Lynn
Whitehouse, Esther Louise	Reading

COMMERCIAL DEPARTMENT

Senior Class

Ashton, Ruth Merrill	Swampscott
Bayard, Jessie	Lynn
Bergeron, Kathryn Frances	Newburyport
Brotherton, Helen Cosgrove	Gloucester

* Was a member of the school less than one-half of the year.

Carmel, Doris Rose	Pittsfield
Conrad, Edna Pauline	Allston
Coughlan, Anna Dolores	Revere
Davenport, Ruth O'Mey	New Bedford
Davis, Corinne Erma	Gloucester
Ellis, Dorothy	Beverly
Flynn, Eileen Burnadette	Revere
Frissell, Clarice Laura	Pittsfield
Garvey, Henry Matthew	Gloucester
Goodwin, Marian Stanwood	Gloucester
Hale, Irene Elizabeth	Rockport
Harrigan, Daniel Francis, Jr.	Peabody
Hollingshead, Rachel May	Beverly
Knowlton, Esther Appleton	Hamilton
McHugh, Theresa Anne	Dedham
Mattson, Hilda Martha Matilda	Fitchburg
Morrow, Dorothy Lorraine	South Hamilton
Murphy, Madeleine Margaret	Ayer
Olsen, Inger Frances	Newton
Preston, Margaret Agnes	Salem
Proctor, Marion Edith	Gloucester
Rosnell, Ellen Elizabeth	East Weymouth
Sanders, Ethel Hurline	Winthrop
Spidle, Lillian Marie	Lexington
St. Germain, Pauline Josephine	Fitchburg
Sullivan, Arthur John	Danvers
Travers, Alice Helena	Salem
Tebo, Mary Elizabeth	Fisherville
Trevett, Elsie May	East Lynn
Valpey, Eleanore Lord	Swampscott
Voigt, Amelia Haberer	Easthampton

Junior Class

In accordance with the requirements stated on page 12, paragraph 3, the members of this class are during one-half of this year employed in business offices under the general supervision of the school.

Division I. Attending school during the first half-year

Brennan, Mary Magdalen	Wheelwright
Duffett, Ruth Evelyn	Swampscott
Dunigan, Hilda Beatrice	North Chelmsford
Foley, James Patrick	Peabody
Holdsworth, Cilla Garth	East Lynn
Luz, Mary Eugenia	Peabody
McAteer, Mary Winnifred	Dedham
Marshall, Marion Saunders	Pigeon Cove

Division II. Employed in offices during the first half-year

Alm, Dagmar	Marblehead Neck
Andrias, Anna	Lynn
Beckford, Ruth Carleton	Newburyport
Connors, Eleanor Gertrude	Wakefield
Cook, Luella Margaret	Dedham
Corriveau, Marion Grace	Gardner
Drapeau, Leonie	Holyoke
Foster, Anna Carmen	Gloucester
Gillespie, Mary Patricia	North Andover
Griffin, Evelyn Monroe	Gloucester
Harty, Mary Eloise	Malden
Moran, Mary Louise	Amesbury
Page, Lottie	Dedham
Quaid, Blanche Marie	Lynn
Richards, Dorothy Holt	Lynn
Scully, Pauline Anna	Somerville
Trumbull, Eugenie Veronica	Chicopee Falls
Whalley, Mary Eleanor	Salem

Sophomore Class

Alcock, Esther Sallie	Cambridge
Atwood, Elizabeth June	Belchertown
Bartlett, Doris Fellows	Medford
Brennan, Winifred Anna	Revere
Britt, Marie Florence	Cambridge
Buckley, Frederick Augustus	Lynn
Burwell, Myra Lois	Cliftondale
Cadigan, Mary Julia	Beverly Farms
Carter, Rebecca Margaret	South Essex
Cohen, Ruth Lillian	Salem
Cunningham, Doris Eleanor	Newbury
Danforth, Dorothy Mae	Peabody
Davis, Ruth Evelyn	Marblehead
Flynn, Marjorie Alice	Revere
Freeman, Catherine	Salem
Hart, Charles Edward	North Abington
Hawley, Helen Marie	Holyoke
Holt, Gertrude May	Gardner
Honohan, Veronica Elizabeth	Walpole
Howe, Persis Fosgate	Millbury
Hutchinson, Doris May	Melrose
Ingalls, Arthur Henry	Gloucester
Kealey, Grace Marie	Amesbury
Kelleher, Madeleine Margaret	Gilbertville
Laird, Catherine Helen	Saugus
MacKenzie, Mary Margaret	Revere
Mayer, Flora Lillian	Holyoke
Merchant, Pauline Spear	East Weymouth
Morrison, Bertha Florence	East Saugus
Obear, Marjorie Gladys	Gloucester
Perry, Marion Louise	Holyoke
Peterson, Hilja Emily	Pigeon Cove
Richardson, Olive Eveland	Salem
Risman, Grace	Lynn
Snow, Doris Virginia	Manchester
Socorelis, Alice Bertha	Westford
Stanley, Alice May	Lowell
Thatcher, Carolyn Ainsworth	Gardner
Ward, Dorothy Jane	Lowell
Watman, Joseph, Jr.	West Lynn
Welch, Charles Henry	Salem
Wentzell, Marie Ruth	Peabody
Wickman, Bertha Sophia	Gardner

Freshman Class

Austin, Cora Belle	Salem
Bixby, Gladys	Lowell
Bradley, Florence Isabel	Newburyport
Brown, Pauline Agnes	Merrimac
Campbell, Grace Evelyn*	Saugus
Canty, John Murray	Charlestown
Carlin, James Francis	Peabody
Chisholm, Isabel Gertrude	North Dighton
Comeau, Edmund Francis	Peabody
Connolly, Gertrude Marie	Salem
Cook, Thelma Mae	South Bellingham
Currier, Ruth Harriet*	Salisbury
Daley, Julia Teresa Claire	Wheelwright
Desmond, Elizabeth Rita	Newtonville
Donovan, Mary Gertrude	Salem
Dozois, Jeanne Marie	Lowell
Driscoll, Viola May	Cambridge
Flatley, Margaret Mary	Manchester

* Was a member of the school less than one-half of the year.

Galper, Abraham Sidney	Salem
Gilbert, Doris Adeline	Salem
Gould, Charles I., Jr.	Middleton
Grady, Julia Mary	Somerville
Katz, Hyman	Pittsfield
LaMudge, Maybelle Estelle	Haverhill
Locklin, Mary	Franklin
Looney, Mary Thomasina	Swampscott
Lynch, Catherine Teresa	Bradford
Macione, Augustus Paul	Peabody
Mann, Evalyn Elizabeth	East Templeton
Murphy, Mary Agnes	Topsfield
Orton, Albert James	Salem
Peeples, Kathleen Muriel*	Gloucester
Regish, Anna Mary	Easthampton
Rockett, Joseph Edward	Belmont
Smith, Lillian Gertrude*	North Dana
Smith, Marion Victoria	Worcester
Smith, Ruth Inman	Marion
Tenenbaum, Bessie	Lynn
Thibodeault, Gertrude Mary	Marblehead
Turner, Eunice Stanmore	Pembroke
Waxman, Samuel	Lynn
Wernick, Anna	Holyoke

*Was a member of the school less than one-half of the year.

SUMMARY

	Returning	Entering	Totals by Classes	Totals by Departments
Elementary department:				
Senior class	107	0	107	
Seniors out of course	5†	0	5†	
Freshman class	10	133	143	255
Junior high department:				
Senior class	22	0	22	
Sophomore class	28	0	28	
Freshman class	1	54	55	
Special course, 1 year	3	0	3	108
Commercial department:				
Senior class	35	0	35	
Junior class	26*	0	26*	
Sophomore class	43	0	43	
Freshman class	1	41	42	146*
	281	228	509	509

Whole number of students from opening of school	8825
Whole number of graduates	5107**
Number of certificates for spceial courses of one, two, or three years	195***
Total enrollment in training school for year ending June 30, 1926	414

* Of whom eighteen are employed in business offices during the first-half year, and seven during the second half-year.

** Of whom ten have received two diplomas.

*** Of whom one received two certificates, and twenty-seven also received diplomas and are included in the total number of graduates.

† Received deferred diplomas, November 12, 1926.

OFFICERS OF THE SALEM NORMAL ASSOCIATION

1925-1928

		CLASS
President	Elizabeth Frances Hood (Mrs. Wallace P. Wood) 57 Sylvan Street, Danvers	53
Vice-President	Abbie May Hood (Mrs. Thomas Roland) Summer Street, Nahant	58
Recording Secretary	Alice Felton Hammond 10 Sylvan Street, Danvers	43
Corresponding Secretary	Lena Grayson Fitzhugh State Normal School, Salem	96
Treasurer	Laura Etta Horne 46 Abbott Street, Beverly	71
Custodian of Records	Anna May Vollor (Mrs. Robert H. Nichols) Birch Street, Marblehead	95
Auditor	Gilman Clifton Harvey Leonard Street, Annisquam	103
Directors	Jessie Putnam Learoyd 13 Oak Street, Danvers	51
	Grace Lydia Morrison (Mrs. Joseph H. Poole) Brockton	86
	Mary Abby Grant Andrews Street, Salem	83
	Marion Ella Remon 13 Juniper Avenue, Salem	95
	Dorothy Claire Ahearne 73 Essex Street, Salem	103
Nominating Committee	Olive Mary Adams 21 Central Street, Beverly	92
	Mabel Emma Lindsey (Mrs. Walter L. Williams) 5 State Street, Peabody	79
	Lena Curtis Emery 8 Howard Street, Salem	50
	Kate Merritt 44 Mountain Avenue, East Lynn	88
	Effie Leslie Culbert 238 Greenwood Avenue, Beverly Farms	105

The association holds a triennial meeting. The last meeting was held at the school on June 6, 1925.

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2800. 2-'27. Order 8168.